

The Trinity Tripod

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TRINITY COLLEGE HARTFORD

December 8, 1970

College Seen Rejecting Union Arbitration Bid

The College has refused a written request from the Service Employees Union that both sides in the Buildings and Grounds dispute submit to binding arbitration by the State Labor Board.

In a letter to the College's negotiator, the Union said that it would call off the strike if the College agreed to binding arbitration.

The letter was handed to Harry O. Bartlett, Director of Personnel, and College negotiator on Saturday. A meeting called by state and federal mediators Friday had failed to revive the stalled talks.

In a conversation with President Lockwood Sunday night, the TRIPOD learned that the College feels it could not meet any arbitration decision which would require the College pay more than the 7% wage increase it has already offered.

Lockwood said he has been advised that arbitration has usually resulted in wage compromises on both sides.

On Friday, negotiators from the union and the college met at the request of the federal and state mediators who are involved in the case. Each side met with the mediators separately, and the College announced again that it had already made its final offer.

The College asked the union on Friday to state in what areas they are willing to compromise. Harold Alpert, union trustee, said that it would "be absurd" for the union

to tell the college where they are willing to alter their demands if the college still sticks to the "final offer."

Lockwood said Sunday that the non-economic demands, i.e. those demands which would cost little or nothing if the college met them, were still open for negotiations. He explained that the "final offer" referred mainly to the wage and benefits package, which he indicated must be settled before the non-economic demands.

Frank Gontarz, business agent for the union, predicted that the mediators would call both sides together again early this week in response to the arbitration letter.

State arbitration would involve a panel of three persons not involved in the strike one from management, one from labor, and one from neither of the two. The panel would study the case and decide on an equitable settlement. The decision would then be binding on both parties.

"If the College doesn't have the money to raise wages more than 7%, then the arbitrators won't ask for more," said Gontarz. He explained that the panel would do a thorough investigation of the College's finances before making a decision.

"It's very unusual for the union to ask for arbitration," Gontarz added.

The major remaining issues in the strike are:

*wages, the college offering a 7% hike, the union asking 10.6%

*a more comprehensive health and insurance plan for the workers which, unlike the present Blue Cross arrangement, would pay \$65 a week for sick or injured workers

*a pension plan paid for solely by the college and administered in part by the union

The union has dropped its demand of a 35 hour work week with pay for 40 hours.

The strike is now in its seventh day. All 70 B & G workers have gone without pay for a week. They draw \$15 a week when the strike begins its third week.

Gontarz told the TRIPOD that \$15 a week is standard for the whole union, and is not the result of the relative youth of the local, which was formed only last year.

Local 531 of the Service Employees Union, to which the B & G workers belong, takes only \$4 a month from the member's wages. Gontarz said that larger unions like the UAW take anywhere from \$5 to \$17.50 a month, and can afford a larger strike fund.

Black, Asian Studies Seen In Total College Perspective

By JOHN MATTUS

Several Faculty committees are investigating the danger of extending the curriculum beyond the College's resources in light of recent additions to the curriculum.

Non-Western, Comparative Literature, and Urban-Environment Studies recently were approved as majors by the Curriculum Committee. Black and Graduate Asian Studies programs subsequently were proposed to the committee and also were approved, although not as majors.

Faculty committees presently are discussing the possibility of adding other "intercultural" studies, such as Latin American, and African studies and expanding the Chinese and Far Eastern studies programs.

The Curriculum Committee became concerned "about financing the



Firing Line

Vice-President Thomas A. Smith tells an audience of 250 students in the Washington Room Sunday night that he could not give any information about the college budget other than that the college is in debt, and that everything possible is being done to stay in the black this year.

(Natvig Photo)

Students Seek Arbitration, Consultation to End Strike

by Richard Klibaner

An all-College meeting Sunday night unanimously approved a motion demanding that the College accept the Service Employees Union's proposal for binding arbitration.

The motion also called on the College to consult students and faculty if the College was forced to raise extra funds in order to pay for the settlement proposed by the arbitrators.

David W. Green '71, who made the motion, said that students and faculty should help decide whether any needed funds are raised by increasing tuition, cutting the Faculty's scheduled pay raise, or by other means.

About 250 students attended the meeting. Earlier in the meeting, Howard C. Dickler '71, the meeting's chairman, told students that an international organizer the Union

had asked the College to agree to binding arbitration by the Connecticut State Board of Mediation and Arbitration.

Before considering the proposal for binding arbitration, the meeting rejected a proposal calling for the establishment of a "Buildings and Grounds Trust Fund" to provide raises for B&G workers.

Under the proposal made by Steven Pearlstein '73, the College would guarantee the workers an annual cost-of-living pay raise, and each student would pay \$25 per year into a trust fund a portion of the fund would be used each year to give B&G workers pay raises on the basis of merit.

Pearlstein said that the trust fund would provide "a long-range solution" to the problem of Buildings and Grounds salaries. "I don't think the College can come up with any more money," Pearlstein said.

Soon after the meeting began, Dickler asked Neil H. Garston, Instructor of economics to discuss the striker's demands and possible ways of raising money to meet them.

Garston said that the union's demands would probably cost the College about \$70,000 more than the College's offer. He said that he did not know the exact figure because the College had not released the necessary information.

Garston said that the money could come from "slowing down faculty pay increases", "hiking student tuition," or "getting the Trustees to manage the College's money better."

Garston said that if the worker's accepted the College's offer of a 7% pay raise they might "be 2 or 3 per cent worse off than last year" because of increases in the cost of living.

Later in the meeting, College Vice President Thomas A. Smith said that the College had a \$320,000 deficit last year. He refused to disclose any other information about the College's financial condition.

Smith also refused to answer questions

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Strike Has Some Impact On Services

by Susannah Heschel

College dining facilities, the Bookstore, and the Central Heating Plant are encountering difficulties after five days of picketing by striking B & G employees.

John Spritzler, from Storrs, was arrested late Monday afternoon for "breach of peace" while picketing outside the entrance to the SAGA food loading dock. Jerry Lithway, manager of the food services, called the police after Spritzler, a member of the Progressive Labor Party, attempted to stop a fruit delivery truck from crossing the B&G picket line.

The College is receiving daily deliveries of oil, because workers have refused to cross picket lines to install a new oil storage tank near the heating plant. The College is presently storing oil in one tank which holds approximately 5,000 gallons, one day's supply. A second oil storage tank broke recently.

Oil was delivered by a union driver Wednesday night, after the pickets had left. Thursday night another Union driver refused to cross the line. Two deliveries were made Friday night by non-union drivers, with police escorts.

An attempt was made to deliver the new oil tank Thursday afternoon by a non-union driver. Since installation of the tank must be made by union men, Crandall had the tank sent to the contractor's warehouse in West Hartford to be stored.

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Tripod

All members of the community are urged to voice their opinion on the TRIPOD today anytime in the Alumni Lounge. Coffee and donuts await you along side the editorial board.



Tango Interruptus

Henry Thomas as Patrice and Charlotte Moore as Lady India in the famous tango scene from Jean Anouilh's *RING AROUND THE MOON* now playing at the Hartford Stage Company through January 3.

Lutze Sculpture Collection Found Puzzling at Austin

by Paul Sachner

"A Room and a Room and a Rainbow," a sculpture collection by the Artist Lutze, is presently gracing the Widener Gallery and foyer of Austin Arts Center. Lutze, the wife of Trinity assistant professor of art Hans - Dietrich Froese, has appeared in previous one-man shows in Florence, Baden-Baden, Berlin, and Cologne. Her work has also been exhibited in several recent European group showings.

So much for the formalities. The Austin exhibit is just what the title implies: two rooms filled with Lutze works accompanied by a rainbow. The rainbow serves as an introduction to the two rooms, a preview of things to come; it is not a pleasant preview.

The first of Lutze's "rooms" contains an assortment of man-made garden items: large canvas flowers filled with sand, cloth "rocks" made plump by sand and small stones, a scattering of bricks in which one evidently is supposed to play and create his own concoctions. All these items are dominated by a secondary rainbow hung limply on the wall.

Lutze's garden fails in its utterly disjointed nature. Her idea of a pastoral scene recreated indoors is quite pleasing as a concept, but her formal arrangement of components gives the viewer a feeling of looking rather than participating. The present effect is barely appealing to the eye, and completely lacking in appeal to the senses.

The second display area which Lutze occupies involves a set of canisters with tongue-like shadows applied at their bases. The viewer is free to wander about the room as light changes from blue-green to green to white. Once again the artist seems to attempt a simulation of nature by supplying artificial shadows to the canisters. According to Lutze these shadows were scientifically computed to exactly replicate true nature. Unfortunately, they don't. Even if they did, however, it is difficult to really become awed or even slightly impressed about the idea as a means of communicating a feeling of art. Granted, the second of Lutze's rooms does indeed create a mood by its alternating light conditions against the starkly white canisters. But was this Lutze's object? Quite frankly, it is difficult to really know just what the artist had in mind.

While the exhibit was being set up, several helpers asked Lutze to explain her work. The artist's inability to fully describe in expressing her ideas. However, perhaps Lutze's reticence reveals the shallowness of her work. I find this last statement difficult to believe, but nevertheless possible after viewing the Austin show. In other words, if Lutze is simulating nature, she fails. If not, just what is she trying to say?

Hartford Stage

'Ring Around The Moon'

by Jason Lloyd

The life and success of a regional theatre depends on two things: a good repertory company and money. Sometimes the former has to make sacrifices for the latter.

This usually means that into each season of thought-provoking original drama, a "delightful, rosy comedy" is inserted.

For the Hartford Stage Company, which has already offered the highly successful *ROSENCRANTZ AND GUILDENSTERN ARE DEAD* and promises *THE BOYS IN THE BAND*, this means concessions to West Hartford ticket subscribers in the form of a harmless social comedy that brings loads of chuckles and no embarrassment in mixed company.

The company's current play *RING AROUND THE MOON* by Jean Anouilh (translated by Christopher Fry) not only left the ladies of West Hartford laughing, it almost put the town of Avon on its side.

Described by one critic as "a spree of mistaken identities, peripeteia and wildly complicated intrigue," *L'INVITATION AU CHATEAU*, written in 1946, is as non-earth-shaking as it sounds. The plot is admittedly shallow, the language "theatrical," and some of the acting dangerously close to the artificiality the author sought to burlesque.

The most alive and enjoyable performances came from Henry Thomas and Charlotte Moore - clandestine lovers who appeared all too infrequently on the stage. The most memorable scene of the play was their dance - a tango interruptus - that was perfectly executed from the grimace of his right eye-brow to the garter on her left thigh.

Another familiar face at the stage company, Jeremiah Sullivan, was able to elaborate on the versatility he displayed in

SCAPIN and *ROSENCRANTZ* by playing two roles; the roles of twin brothers, one roguish, hard-hearted ('til the end) Hugo, and a soft, sweet, squeezable and of course big-hearted but ten-minutes younger Frederic.

Also giving solid performances were Dorthy Blair, the wise old invalid aunt who plotted the final reconciliation and marriages, and David O. Peterson, the rags to riches to riches (and so on) father and mistress-keeper who can always be counted upon for a fine performance.

Disappointing was the performance of Katherine (Guess Who's Coming To Dinner) Houghton, niece of Katherine Hepburn, and a very exquisite prop. Unfortunately, the play revolved around her role, and her extremely beautiful face and figure was not enough to carry her shaky, unconvincing performance.

The play has its funny moments, its blooming characterizations (Edith Gresham was annoyingly successful as the pushy mother), and was only intended to be taken as a light spoof. The set and the costumes fit the action very well, and apart from necessarily contrived entrances and exits, the direction was able to hold the lengthy play together.

Leaving the theatre, one distinguished-looking lady had nothing but praise for the "beautiful, incisive fantasy for the Holidays" which runs until January 3 at the stage company.

"You know, I thought it was very good and just right for this time of year," she said. And after only a slight pause she added, "and the Farmer's Almanac doesn't even predict any snow for December."

M.H.B.O.G. Presents RED BONE

A Benefit Concert.

Sunday, December 13 at 2:00 p.m.

Ferris Gymnasium. Tickets at the Door, \$2.

Joan Stone: Free!

Dances of Our Time

Washington Room
Wednesday, December 9
8:00.

CHRISTMAS VESPERS

A Service of Lessons and Carols
with the
Trinity Concert Choir
Sunday, Dec. 20 at 5:00 and 7:30 p.m.
Trinity Chapel

Qwerty and the Indians

Theatre Arts Dept.
presents

by Miklos Horvath

starring

David Bargman
Jay "Hot Lips" Allison
Cotter Smith

AND

The Maids

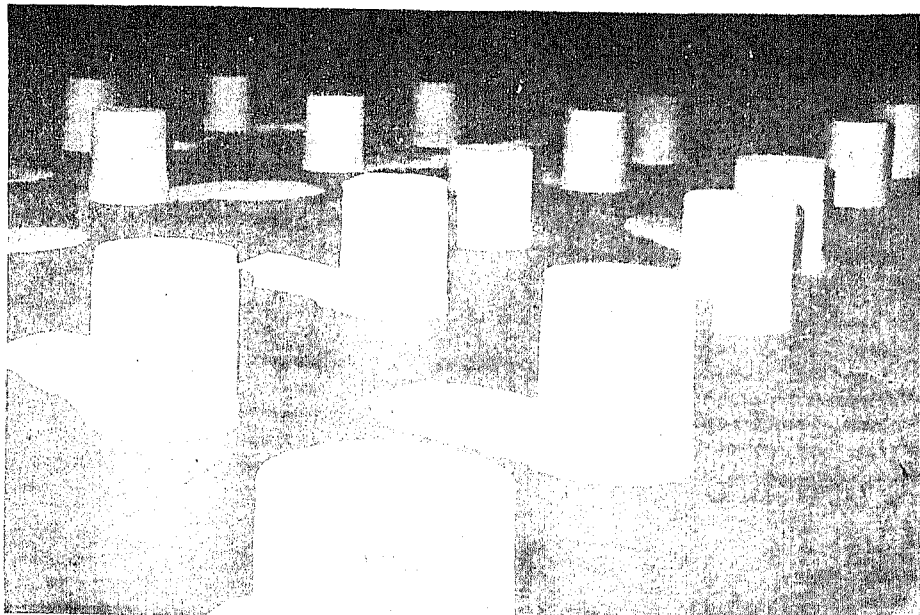
by Jean Genet

starring

Mary Salter
Eleanor Pratt
Megan O'Neill

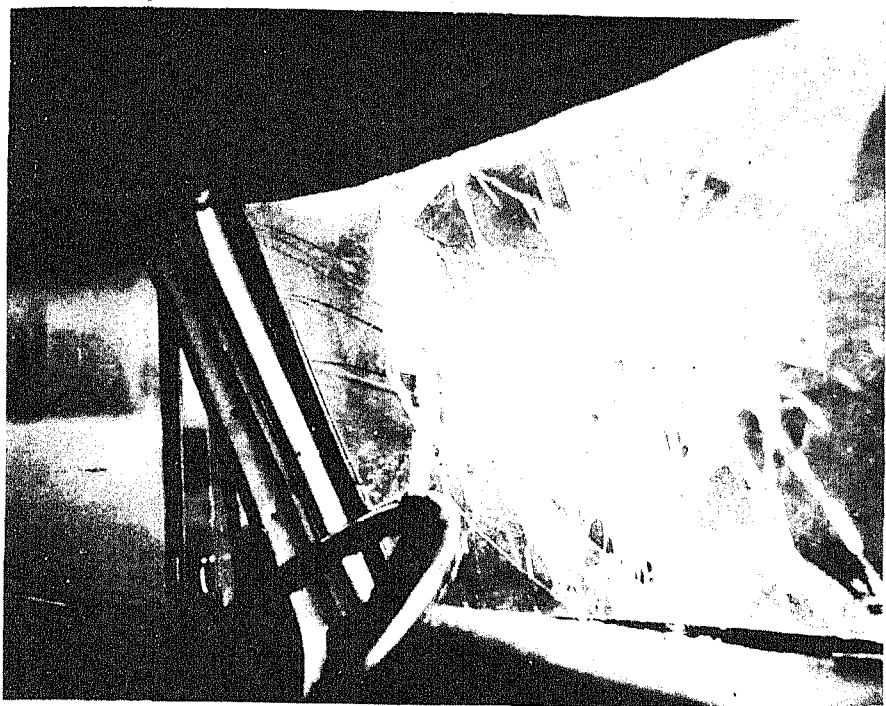
Thursday through Saturday
December 10-12

Admission: \$1 for Trinity Students
\$2 for the rest



DeGaulle's Hat Factory?

No. It's a part of the sculpture collection of Lutze which is on exhibit in the Austin Arts Center until December 23. Whetzel Photo



Who Done It?

Windshields on four trucks locked in the Buildings and Grounds garage were shattered sometime Thursday night. No evidence of forced entry into the garage was found, according to Riel S. Crandall, director of B & G. According to Crandall, all foremen, supervisors, some workmen, and a few discharged employees have keys to the garage. Two of the trucks were repaired Friday, at a cost of over \$125 each. (Russ Kelley Photo)

All-College Meeting . . .

(from P. 1)

concerning his salary. "I make a good wage," he said.

After Smith finished speaking, several students from the University of Connecticut tried to address the meeting. Dickler ruled them out of order, because they did not attend the College.

Before she was interrupted by Dickler, one of the UConn students, Fran Guban, said that the B&G workers were being paid "starvation wages." She said that the College "did not lack the ways to get money" for B&G wage increases.

When Dickler asked that "the people who speak be limited to Trinity students", many students in the audience applauded loudly.

Students from the University of Connecticut, including Guban, also attended the meetings Friday and Saturday which had planned the Sunday night all-College meeting.

B.G. Striker. . . It's Cold!

B. G. Striker (a pseudo nym to protect the innocent) is married, has three grandchildren, and lives at 146 Park Terrace. He has been working for the college since August, 1969 after dabbling in maintenance and Fuller (not Robert) brushes. Now he the janitor in the Ferris center, and he is on strike.

"I couldn't tell you much about Lockwood," he told the Tripod. "I do know that \$2.20 wasn't enough (he shook his head at this point). Not the way the cost of living is today it isn't enough."

Striker likes working for the college. He says that he doesn't have to work too hard, and finds time to take it easy. "Just my regular duties, and that's it," he explained.

Standing out on the picket lines for five hours a day, Mr. Striker gets very cold. "It's worth it," he says, "if we can get more money." Mrs. Striker doesn't like the idea of a strike, but he's not sure quite why. He admits he doesn't exactly know how all the negotiating is done, and who is managing the whole strike operation, although he thinks it's well organized. "Wilfred something --he informs us what's going on," declared Striker. Striker has no idea how long the strike might last. "If the college comes up with a reasonable offer, we'll accept it."

Striker was disturbed by the few instances of property damage caused by strikers. He was unhappy. However, that the damager was arrested. "It's not right," he said.

Striker is expecting his last pay check sometime this week. "We just paid the rent bill, and it's going to be rough," he explained.

"The students here are all right," said Striker in closing. "They are doing good for us."

Students who met in Weam Lounge Friday afternoon, decided to call the all-College meeting to express support for the striking B&G workers. Students were asked to canvass College dormitories and encourage students to attend the all-College meeting.

Students met Saturday afternoon to discuss methods of expressing student support for the strikers. Some students suggested that the planned all-College meeting be cancelled and that instead students march on the picket lines or raise money for the strikers. Most of those attending finally agreed to hold the all-College meeting Sunday night while urging students to continue walking the picket lines.

Both Trinity and UConn students have marched on the union picket lines during the week-old Buildings and Grounds Strike. On Thursday afternoon about a dozen students from UConn joined the picket line in front of Mather Hall. They said that they had decided to come after seeing an article in the Hartford Courant which reported that the strikers had asked for student support.

Friday afternoon, several students began to collect money for the striking workers. Other students said that they would try to convince student organizations to contribute several hundred dollars to a strike fund.

History

There will be a meeting of all history majors Wednesday in Weam Lounge at 3:00 p.m.



B&G striker walks the picket line and Fran Guban, a UConn student, speaks at Sunday night's all-College meeting. Guban was one of about fifteen University of Connecticut students who came to the campus to support the strike. Many students claimed that the UConn students should not have become involved in the College's affairs. (Natvig Photo)

Faculty Seen Favoring Many Union Demands

by Stephen Roylance

Faculty members interviewed by the Tripod Saturday generally favored pay increases for striking Buildings and Grounds workers.

Dr. Ward S. Curran, associate professor of economics, said he is in sympathy with the striking workers but supports the college's wage offer.

Curran said he sees no "maliciousness" in the college's offer to the workers. The union cannot treat a non-profit organization such as the college the same way it can treat a business, he continued.

Dr. Frank G. Kirkpatrick, assistant professor of religion, said that he is "sympathetic with the demands" of the workers.

B&G employees have a "right to a decent wage." "\$2.20 per hour for a family of four" is insufficient, Kirkpatrick said.

Neil H. Garston, Instructor of Economics, said that the wage hike offer made by the College is "not adequate." He said that the 7-8% rise in the workers' wages would be "eaten up" in a little more than a year by the expected rise in the cost of living. Curran disagreed, saying that as unemployment rises, the rate of inflation will decrease. He said that it has "already started to slow down."

J. Ronald Spencer, Instructor of History, said the strike is not a "clear-cut case of heroes versus villains." The workers have a "legitimate right to fringe benefits," he said. However, the college does have "budgetary constraints," he continued. Maintenance personnel in most non-profit institutions receive low wages, Spencer added.

He said that the strikers are in a "vulnerable position." He said he hoped the college would not "drag its feet" because that might do the workers "great economic harm."

One faculty member is holding his classes off campus in support of the striking workers.

H. McKim Steele, associate professor of history, is "worried that student radicals will use the strike to press their own causes." He said that if this happens, the workers' demands "will be lost in the shuffle of satisfying student demands."

Curran said that he wants an "equitable and fair settlement" within the range of the college's finances. He said that the workers' pay increases are no less than the pay increases received by the faculty and the administration.

He said that he doesn't see any reason why the faculty's scheduled pay raise should be dropped in order to meet the workers' demands. Curran also said that the tuition should not be raised more than the planned \$200 in order to give the B&G employees their requested 10.6% wage increase.

Kirkpatrick said that the strike can be settled if the students would "accept a tuition raise" and the faculty "sacrifice the scheduled pay raise." He said that he thought faculty members making over \$12-13,000 a year might have their scheduled pay raise "reduced or slowed down." Neither

the students nor the faculty alone should absorb the cost of the workers' pay raise, he said.

Garston said that the faculty "could take less" than the full pay raise.

A tax or license fee for cars on the campus might be a feasible source of additional income for the college, he added. He said that those students who can "afford a car can afford a tax."

Spencer, who wants an "equitable compromise," said that by "streamlining" the B&G staff, there could be an increase in work output and an increase in pay.

Automobile Theft Laid To Striker

A striking Buildings and Grounds employee was arrested Friday afternoon on charges of "tampering with a motor vehicle" and "theft." The worker, Ben Gainey, was released without bail after being held by the police for four hours.

Gainey, who has denied both charges, will stand trial today in Circuit Court.

The charge of Tampering with a motor vehicle was made is being pressed by a truck driver who claims that Gainey "smashed the outside rear-view mirror of the truck with his fist," Friday morning in front of Mather Hall. The driver was delivering books to the Alternate Learning Center.

The charge of "theft" was made by Jerry Lithway, manager of Saga food services, who claims that Gainey broke into his car and removed personal belongings, Friday morning.

Both Lithway and the truck driver called the police, who arrested Gainey on charges of theft. The truck driver registered his complaint later in the afternoon at Police Headquarters.

Gainey, an assistant plumber, was released to Frank Gontarz, business agent for the Union, and Harold Alpert, an international organizer working with Gontarz. Gainey returned to the picket line outside the Mather kitchen, where he was greeted excitedly by his fellow pickets.

This was Gainey's first arrest. According to the worker "I wasn't as active as they made me. I was just walking up and down in front of the loading platform of the kitchen." Gainey denied the charges against him, "I believe that Garofolo and Jerry (Lithway) have trumped up a deal and they're trying to wreck our union."

Gainey is married, with four children, one of whom was killed in Korea. There are two American flags on the silver hard hat he wears: "they mean I'm a good American citizen, I guess. That's all."

Services...

(from P. 1)

As the weather gets colder, it will become increasingly difficult to install the new tank. According to Crandall extra machinery will be needed to thaw the ground. Crandall said the installation would require 3 to 4 weeks, and expressed the hope that the procedure would begin soon. A blizzard, if sufficiently severe, would prevent the necessary daily oil deliveries. Crandall explained that pipes in College buildings would freeze if the buildings were not heated.

Union truckers bringing food and greeting cards refused to cross the AFL-CIO picket lines. Some truckers were diverted to off-campus delivery sites, while others refused to make deliveries.

Three or four food deliveries were unloaded at a SAGA outlet in West Hartford Friday. Jerry Lithway, manager of the dining services, met the trucks and brought the food to campus in his car. The driver of a truck bearing corned beef for the Friday dinner refused to make his delivery. According to Lithway, two choices at the evening meal were sufficient.

A truck carrying Christmas greeting cards for the Bookstore delivered the cards to an off-campus site Friday, according to Bookstore manager Penn Hargrove.

Only one mail truck has refused to cross the picket lines. Since Wednesday, no mail delivery has been delayed because of the strike.



Trinity Tripod

EDITORIAL SECTION

The Strike

Whatever else the strike of Buildings and Grounds may be, it is not a confrontation between the mighty monolith and the helpless human. Slogans proclaiming that the workers and students should unite to "fight the common oppressor" are repulsive to the sense of community which has so very slowly developed on this campus. The Progressive Laborites from the sweat shop down the river cannot appreciate that fact. They cannot realize that the administration is not a machine or a panzer tank, but rather a Mr. Smith, a Mr. Winslow, a Mr. Lockwood, and so on. The administration, just like the striking employees, deserve treatment commensurate with their human dignity. Such was not the treatment afford to Mr. Smith on Sunday night.

The decision of the all-college meeting to press for binding arbitration seems to us a most fair solution to the strike deadlock. Negotiations have thus far been grossly mishandled. The college should dismiss Mr. Jose Calhoun, the college labor lawyer who can't understand that we are a non-profit institution and not General Motors. This filing of suit in federal court before consulting state mediators was an outright act of hostility, compounded in full by the union cross-suit. Although the first negotiations started early in November, the two sides didn't get around to wage discussions until a day or two before the extended strike deadline. An intelligent person could wonder what ten people could bicker over for so long a time before getting to the meat of the contract.

Arbitration, of course, will put an end to all this nonsense. The workers need more than 7% wage hikes to live a respectable existence, and the college knows it, even though they can't afford it. Arbitration is more likely, however, to favor a broke institution rather than a broke worker, and the union knows that, too.

Student calls for a rosier budget picture will accomplish nothing. The boys in Williams have been trying unsuccessfully to balance their budget for months, if for no other reason than to save their own necks. Demands for administrative efficiency are absurd in the light of two years of administrative budget cutting and operations streamlining. Suggestions that the college hold in abeyance its A-level goal for Faculty salaries is likewise ludicrous. The major purpose of the institution is to educate students, not to pay Buildings and Grounds workers, Faculty, or administrators; the goal of higher Faculty salaries meets that purpose well, and should be one of the last areas to meet the budget trimmer's fate. This leaves us, mostly, at a dead end, and with the unfortunate possibility of yet another tuition hike.

The shortcoming to arbitration is that it solves only this year's strike. Next November the process is likely to reoccur. Whatever action the college takes to comply with the arbitration decision, it should include measures to start financing next year's raises today. Furthermore, as part of the strike settlement, the college should initiate a thorough and professional (i.e. not by the college) investigation of Buildings and Grounds, while placing it under the jurisdiction of the office of Community Life where it rightly belongs.

Mastering the Draft Divinity School

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During war "we need somebody inspired by God on high to preach to our women and children and those men above 25." And so in 1917, Congress legislated the ministerial exemption. Today, the class IV-D exemption is also available to pre-enrolled and enrolled divinity students. It is a mandatory exemption and is based upon essentially objective criteria. In other words, local boards are left with little or no discretion.

Pre-enrollment is a procedure whereby a young man can enroll in a divinity school well before actually beginning classes. A pre-enrolled divinity student will be exempt if he is (1) preparing for the ministry (2) under the direction of a recognized church or religious organization and (3) is satisfactorily pursuing a full-time course of instruction leading to entrance into a recognized theological or divinity school in which he is pre-enrolled. Thus, you could qualify for class IV-D while still attending your present college.

An enrolled divinity student will be exempt if he meets the same requirements except that he must already be a full-time divinity student progressing satisfactorily at a recognized divinity school.

Let's examine these requirements. What does "preparing for the ministry" mean? It means you must intend to become a minister. Thus, if you were to admit to your board that your ministerial studies were being pursued solely to get you over the age of draft liability, the board could deny the exemption.

Usually, however, the question of intention will not arise if you pre-enroll or enroll in a divinity school which only graduates qualified ministers. In such case, the school itself will be "directing" your preparation and, since the school only graduates qualified ministers, your intentions should be clear. Some divinity schools, however, are non-denominational or graduate men for secular as well as religious vocations. Attendance at such schools does not necessarily indicate an intention to become a minister. Consequently, you must submit evidence from the person who is directing your preparation for the ministry indicating that you do, in fact, intend to become a minister.

What is a "recognized church or religious organization?" The draft laws provide no answer. The Selective Service System has advised its local boards that "a church or religious organization should be able to show that it was established on the basis of a community of faith and belief, doctrines and practices of a religious character, and that it engages primarily in religious activities." This language is not very helpful. Religions generally have a religious character and

religious activities. The problem is, what is a religion?

The courts have provided no workable answer. In one case, the Neo-American Church (Dr. Timothy Leary, Chief Boo Hoo) was found not to be a "religion" protected by the Constitution when members were prosecuted for drug law violations. The result, might have been different if the court had found "evidence of a belief in a supreme being, a religious discipline, a ritual, or tenets to guide one's daily existence." Instead, it found the use of LSD and an official Church song; Row, Row, Row Your Boat.

This is not to say that unorthodox practices necessarily foreclose legal status to a religion. In one case, a Reservist sought a discharge from the Army Reserve on the grounds that he was a ministerial student in the Church of Scientology. Some of the Church's rituals could be characterized as bizarre. The court, however, found that "for our purposes it is enough, absent rebuttal, that the Church is incorporated in New York as a religious corporation, that it has a substantial membership and a functioning divinity school which ordains ministers. It is not for us to prejudge the benefits, or lack thereof, which may come to members of the Church from being audited while holding in their hands two soup cans linked by an electrical apparatus."

Good sense would require young men pre-enrolled or enrolled in "unorthodox" divinity schools to present sufficient evidence to their boards explaining the nature of their religion. The Native American Church is not well known in New York nor are Black Muslims familiar in Montana.

Finally, what is a "recognized divinity school?" There is no list. The Selective Service System advises that the "school should enjoy a good reputation" and graduate ministers. This advice is of limited value. Who is to decide if a reputation is good? These are fertile grounds for court cases.

The divinity student exemption is unique in that it is mandatory, available to most anybody, and has no time or age limits. The obvious has already been noted by the U. S. Supreme Court: "A registrant might seek a theological school as a refuge for the duration of the war." The Court added that Congress clearly did not intend this result. Of course, intentions are difficult to determine whether they are Congress' or your own.

We welcome your comments and questions. Please address them to "Mastering the Draft", Suite 1202, 60 East 42nd Street, New York, N. Y. 10017.

LETTERS to the editor

(?)

To the editor,

Like I know I'm kind of out of you since I hired at my name, but what's the production at Trinity?

Besides drama and ineffectivity the Tripod has left me old. I guess reading ten consecutive issues is like having ten bad tracts. And what big numbers---'73 and '74. Seems like only yesterday it was '68 and '69. And next year the freshmen will be sophomores, the juniors seniors, and the seniors gone with the holocaustal wind of life so unmovng to dead leaves. Bacterial reaction, chemical action--and you've got yourself a compost heap--alive and warm.

So get your shit together Trinity or else I will be living in the room at the top of

Clement tower. March 2-Tyre Rolls.

Here's to Lora who-called my parents for my address. Cheerio, Kid

For those waiting his second coming;

I saw him laying down fine lines in London (last week and next) after his tour of Russia and Paris with Alvin Ailey. In honor of my friends at U. Va. whom some of you are still in directly meeting the faster we go, the rounder we get -G. Dead.

Seabarrie/Cook
1 Grunt House
69 Dalreith Rd.
Edinburgh, Scotland
until I move.

The Trinity Tripod

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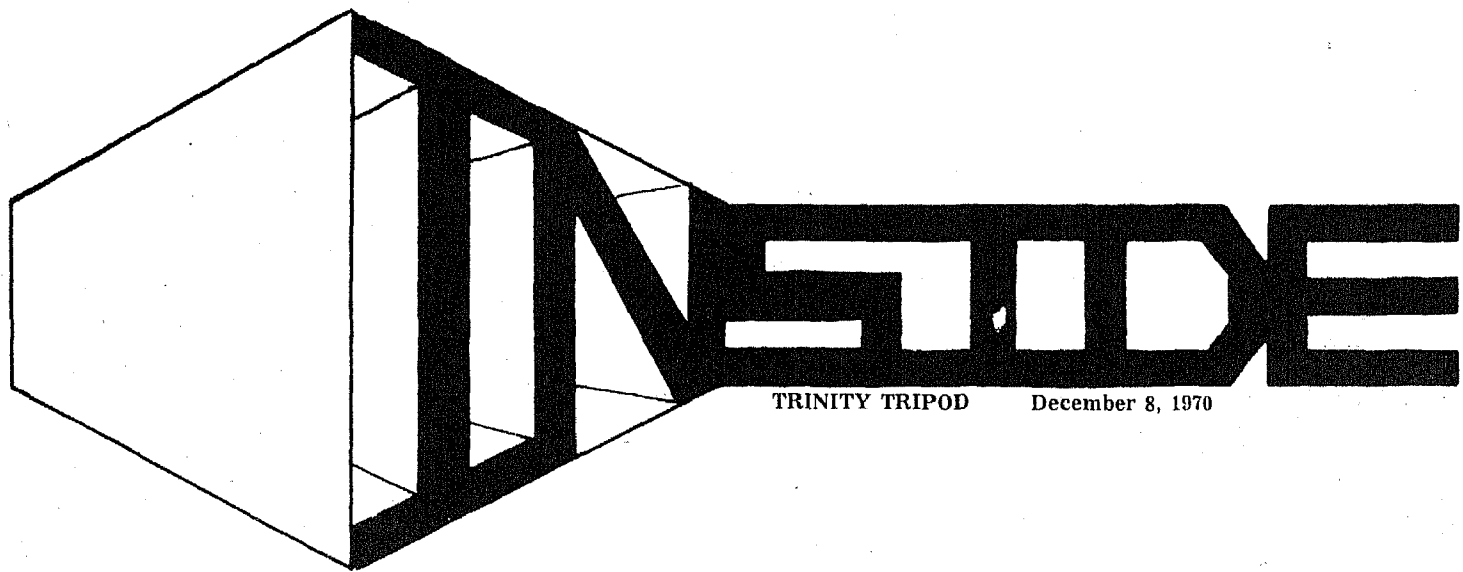
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- **What you never always wanted to know about the faculty**
- **Richard Hofstadter, a retrospective**
- **Report of the Committee on Experimental Programs**

What you never always wanted to know about the Faculty

by William J. Miller, Jr.

George Anderson and Don Mattson are both associate professors of mathematics. Anderson has taught at the college for seven years, Mattson for six. Neither will be teaching here next year.

The Math Department presently has eight members. Next year, because of the limit of the faculty at 130 and the need for a new member of the Sociology Department, it will have only seven. Since Mattson and Anderson had both finished their probationary period, a decision had to be made on their tenure. In September both were told that they would not be rehired at the end of the present academic year.

Tenure is the agreement between a college administration and a faculty member that the college will continue an appointment unless it can show due cause why the appointment should be terminated.

In their 1940 Statement on Principles on Academic Freedom and Tenure the American Association of University Professors (AAUP) stated that "after a probationary period teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies. The probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education."

The college follows closely the guidelines set by the AAUP. The conditions for tenure are described in the Faculty Manual.

1. Seven years of full-time teaching at Trinity College and the rank of associate professor or higher by the time tenure, if granted, becomes effective.
2. Four years of full-time teaching at Trinity College and the rank of associate professor or higher and more than three years of fulltime teaching at one or more regionally accredited institutions of higher learning (provided that service at one of these institutions was of at least years duration), or equivalent service in professionally related work by the time tenure, if granted, becomes effective.
3. Specific indication in the letter of contract from Trinity College in those cases not covered by the above situation.

The award of tenure is initiated by the department chairman in a recommendation to the Dean of the Faculty. The chairman describes the achievements academic and nonacademic of the faculty member. This recommendation is later submitted to the Joint Committee on Appointments and Promotions, which consists of three faculty members the Dean of the Faculty, the President, and three trustees. The group meets twice a year in December and May and has final decision on all grants of tenure. A final recommendation is made by the three faculty members.

The awarding of tenure is a very delicate situation and the Faculty Committee suggests that tenured members of the department and other senior members of the department be consulted before any decision is made.

The Faculty Committee receives the recommendations for tenure no later than May 1 of the year preceding a final decision. The Joint Committee then has until September to decide on the tenure.

Before making their final decision the Faculty Committee takes into consideration three factors, stated in the Guidelines of the Committee on Appointments and Promotions:

- a) the number of members already on tenure within the department;
- b) the total number of faculty on tenure so as to avoid having more than approximately two-thirds of the faculty on indefinite appointment; and
- c) the degree of enthusiasm in the evaluation of the individual recommended for tenure.

The most controversial aspect of tenure, at least now, is the 2/3 limit on tenured Faculty. Back in 1963, an ad hoc Rank Policy committee advised President Jacobs that

66% on tenure was quite enough if the college were to maintain its academic flexibility and variance of age levels among the instructors. That unwritten policy was followed by a virtual moratorium on promotions for two years, and the guidelines still hold. Note Mattson and Anderson.

What do Anderson and Mattson think about their situation. Anderson said that because of the cutback in the department, he was not rehired. He feels that the administration is justified in keeping a certain percentage of the Faculty on tenure, if they inform people that this will be the policy. He said, however, that he had not been informed.

Anderson has no "bitterness to the college" and doesn't blame anyone. "The chairman of the department sent in a very favorable recommendation for me," he said. "If there was room in the department for promotion, I would have been rehired."

Mattson who has published six articles in his six years at the college feels that the department chairman and administration ought to be more careful in what they tell untenured professors. "When I received my last reappointment I had no reason to believe I would not be rehired."

Mattson said when he first came to the college there was no definite system of tenure, and little was told him about it. "I was caught in a bind."

Edwin P. Nye, Dean of the Faculty, described the Mattson and Anderson decision as a "difficult problem" Nye feels that the Math department couldn't have six of its members on tenure. Because of the expected decrease and the desire to get computer-oriented people, the department couldn't be locked up with all tenured people.

Nye assumes that the Faculty members will assess the tenure situation and are aware that they are taking a chance at any institution. "It is a fact of life that not everyone will be retained as part of a permanent Faculty. They are very naive if they don't realize it."

The chairmen of many departments don't take tenure percentage into consideration, or so they say. Walter J. Klimczak, chairman of mathematics, said he did not mention the tenure situation in his department in his recommendations on Mattson and Anderson. He was very distressed when he heard the college decision not to rehire them.

Nye said it is up to the Faculty Committee, especially the President and Dean, to consider the percentage on tenure and to keep an "overall balance in the institution."

President Theodore Lockwood said, "There is more discussion of tenure now than since I've been in education." He feels the key to an effective tenure system is to have wide age range on the Faculty. He maintained that, "The chairman is the key man in maintaining the quality and future of his department."

It was Lockwood who in 1968 at the request of the Trustees established a definite tenure policy. Before that time, if a person had taught here for eight or nine years it was assumed he had tenure.

Lockwood said there are alternatives to tenure. In the state system of Universities in New York and at Rutgers tenure has been abolished in favor of collective bargaining done by the AAUP. In this way no one, tenured or untenured can be easily fired. Some schools have established a longer probationary period before a decision on tenure is reached. Some Faculties across the country are in favor of a college showing due cause in Faculty dismissals.

Most faculty members agree that there should be a limit to the tenured Faculty Robert A. Battis, professor of economics and a member of the Committee on Appointments and Promotions, said, "The individual should be given tenure if he is good, but if there are too many on tenure, the Faculty can become stagnated." He feels that the guidelines on procedural problems of granting tenure have been clearly described and should be followed. He hoped that "candidates will be given some advise as to whether he will be extended tenure."

James M. Van Stone, chairman of biology and a member of the Committee on Appointments and Promotion, said there was no problem of tenure percentage in his own department. He added that there was no way to predict how the small number of available permanent positions would effect Faculty recruitment. "Its only one factor in making tenure decisions, although an important one."

Charles Miller, chairman of physics, said it would be unfortunate to get a reputation for keeping teachers only three to seven years as it would hurt our ability to compete for new Faculty.

As chairman of the physics Department Miller said he would not "let percentages be a determining factor" in deciding on tenure. If he feels a person is good enough for the department, the job will be offered to him. "I will hire people who are good with the intention of keeping them if expectations are met. Everyone will be hired on that basis. If there is a case we don't have a permanent position, a situation we do not face now, then we will tell them this."

Norman Miller, professor of sociology, feels that having 65% of the faculty on tenure is very high. He said that there is too much attention paid to tenure and a better faculty might result if tenure was abolished. He added that the percentage limit would not hurt in recruiting good young faculty.

Pay raises are completely separate considerations from promotion and tenure. Because a faculty member has received promotion or tenure does not necessarily mean he will receive a pay raise.

Merit is the prime consideration for a pay increase. From the Faculty Manual.

Salary increases are made on the basis of individual merit. Each chairman annually submits a written report

and evaluation concerning each member of his department, and this is used as a basis of discussion with the Dean and the President with regard to salary adjustments, reappointments and promotions.

The department chairman must fill out a form that rates faculty members on a numerical basis. They are asked to comment on "teaching effectiveness," "scholarly competence," and "service to college and community."

President Lockwood commented that although the merit system is the most effective means of deciding on pay raises, during times of inflation it becomes difficult to use. Since all faculty have to receive some increase in times of inflation, there is less money to give solely for merit.

One alternative to the merit approach is the step system. This considers only position and years taught. Faculty members with the same qualifications will receive the same increase. President Lockwood describes the step system as "economically irresponsible" and "inspiring mediocrity."

Richard Scheuch, professor of economics, said that the merit system doesn't really exist. "The college is trying to raise its rank through pay increases to faculty. Everybody then has to be given some increase, and, since money is tight, there can't be much of a difference."

Van Stone does not completely reject the step system. He said it has to be used in times of economic difficulties. He added that a step system should recognize excellent work, and that in a competitive society people can't object to merit raises.

Charles Miller said that no salary system will be completely equitable, but that the merit system at least provides some incentive.

Edward W. Sloan, associate professor of history, said, "The merit system cannot compensate for the tremendous inequities between people here and new people coming in from the inflated, yet flooded market. Someone from the outside is usually in better bargaining position. He can take better advantage of the new pay standards."

In any competitive situations, of which the percentage tenure system and the merit system are examples, there are winners and losers. The college obviously wishes to minimize the number of losers but can't always succeed. One way that the faculty could insure fair treatment is by unionizing.

Robert Mattson said, "The atmosphere is such that there probably won't be a Faculty union at the College." He added that there would probably have to be an organization of your faculty before a union would be conceived.

Scheuch agreed with Mattson. "Two-thirds of the faculty is tenured, and those tenured would probably feel no need for a union."

Battis felt that the college would not be a logical place for a teachers' union to start. "A union usually comes in every complex system where the individual is lost." He cited the New York state university system. Since there is good communication between the Faculty and the administration, he feels a union will not be necessary. He added that before a union starts there is usually a conflict.

Van Stone said "The AAUP is effective enough so there is no need for a union."

The key figure in the communication between the faculty and the administration is the department chairman. He must function not only as a teacher but also as the chief administrator of his department. He must keep in mind the welfare of all the members of his department and at the same time insure the departments academic excellence.

The role and considerations of the department chairman is described in the Faculty Manual.

1. Personnel of the department, including their professional growth and their contribution to Trinity in keeping with the procedures outlined in the statement on appointments, re-appointments, promotions, and tenure, and the departmental procedures governing recommendations for merit increases in salary.

2. The budget of the department.

3. The equipment, supplies, and assessment of the secretarial needs of the department.

4. The supporting educational services such as library collections, laboratory equipment, etc.

5. The intellectual responsiveness and the stature of the programs offered by the department, including the content of the major, the course offerings and related academic concerns.

6. Relations with students enrolled in courses in the department and majoring in the field.

7. Communication of pertinent to all members of the department.

President Lockwood has described chairmanship as an administrative appointment distinct from academic matters. One is chairman over and above teaching.

Charles Miller feels that the chairmanship is a great opportunity to improve the department and not just a power position.

George B. Cooper, chairman of history, said he neither dislikes nor particularly enjoys his chairmanship. "I haven't thought of the future since I've been spared the pangs of status paranoia," he admitted.

In January 14, 1967 the Board of Trustees decided that the term of department chairmanships should be for five years or less by mutual agreement. Previously the position was held indefinitely. In discussing the term of the department chairman the Faculty Manual says,

"Prior to the explanation of the stated term, it is understood that a review will occur before a decision is reached as to whether to renew the chairmanship or whether to seek a successor. This review should take account of the interests of both the College and the faculty. In

the course of the review the dean will consult with every member of the department, in the hope of reaching consensus. Similarly the dean will consult with every member of a whenever there is a vacancy in the chairmanship, as to the choice of the chairman.

Normally no chairman shall be asked to continue his responsibilities beyond the year in which he reaches his 62nd birthday. Any faculty member who has once served as chairman is otherwise eligible to serve again, even if he has for a period of time served as a faculty member without administrative responsibilities.

Also in that meeting the Trustees gave the President the power to appoint chairman, regardless of seniority.

Dean Nye said there is as yet no precise mechanism for chairmanship review. He added that the idea of review and definite terms implies that there will be changes made in the chairmanships. A definite timetable will have to be set up if orderly transition is to result, he said. Nye also said that continuity problems are "expected to be overbalanced by new ideas."

Nye also said that there is nothing saying a tenured associate professor can't be chairman. "Full professor is an academic rank, not administrative."

An alternative means a selecting the department chairmen was suggested by Clyde McKee. He said that if the chairman's main function were to coordinate activities with other departments, then he ought to be elected. He also feels that the tradition of consulting senior members of the department in all major matters is very important.

McKee said that rotating chairmanships are a very good idea. "It will get different types of perspective and em-

Salary Scale

Professor	\$13,000	to	\$25,000
Associate Professor	\$10,000	to	\$16,000
Assistant Professor	9,000	to	13,000
Instructor	8,000	to	10,000

phasis and give younger men a change for advancement if the present chairman dislikes him. Also one's administrative energy is worn very thin after five years. . . Rotation for rotation's sake is no good.

Charles Miller said that since hiring appointments, and course offerings were decided as a group in the physics department, changes in chairmanships could be easily accommodated.

"A great chairman is one who attracts a department whose members are all better than himself," said President Lockwood. When the President and the Dean choose a chairman, they must decide on someone who will best strengthen the department. One way of doing this is by going outside the college to a man well known in his field-- a "star."

One of the major drawbacks to a "star system" is its expense. Robert Battis said that it is nearly impossible to have an extensive star system with the financial bind the College is now in. Norman Miller likewise feels that the College cannot afford to seek "stars." Charles Miller mentioned the risk involved in recruiting a star. "You have a faculty member on tenure and high pay before you have a chance to test him."

Nye and McKee talked of other deficiencies in the star system. "My appraisal," said Nye, "is that the disadvantages outweigh the advantages. It's best to grow your own star. To buy one causes resentment. A failure to have good professors or tenured people for chairmanship means a failure to hold, promote, and attract good men. To go outside is an admission of failure except in new or small departments."

McKee said, "Trinity is not in a star-system league. The star system is inconsistent with a very involved chairmanship. The college should, instead, be looking for young men who are interested in Trinity. The problem is how to find a good, young man and give him position so he can put his good teaching, scholarship, and service to the school and community together."

Scheuch disagrees with Nye and McKee. He said that the star system is "being done constructively elsewhere. It's a good idea because it attracts good young people. The administration does make a conscious effort to get people who will be committed to the institution."

President Lockwood, while saying that the college had no star-system, said that people were brought in from the outside "to give strength at a time when a department's comparative strength is questioned." He added that, "although a star system is a kind of comment on the people you have, it doesn't mean that all the people in that department are not good."

George Anderson and Don Mattson are not stars. They are bright, popular, good, young teachers, and many math majors are very disturbed that they are leaving.

Dean Nye said that the math department is looking for personnel more computer oriented than Mattson and Anderson. There are, however, alternatives to not giving them new appointments. Either could have been given sabbatical leave to study computer technique. Either could have been given a new appointment and allowed time for computer study.

But neither was granted tenure. Somewhere in the maze of the decision making process it was decided that Mattson and Anderson would not be needed. In a time of tight money, changing curriculum, shifting emphasis, and tenure percentage limit they were the losers. They were second-best to a system.

Richard Hofstadter

1916 - 1970

Retrospective . .

A Suspicious Respect for History

by Jay Mandt

Richard Hofstadter, American scholar, died in New York on October 24 of leukemia at the age of 54. For those working in the field of American history, Hofstadter's death represents the loss of the best, the cutting loose of firm moorings. Hofstadter was so pre-eminent in his own field of scholarship that he came to cast his shadow over nearly every scholarly pursuit in American studies. This dominance of scholarship was the special mystery of Hofstadter.

It is much too early to adequately take stock of Hofstadter's contributions to national self-knowledge. It is clear that he radically shaped the thinking of his own generation, and as Mr. Spencer will show in the following article, the thinking of an entire generation of students educated by Hofstadter and his colleagues. The nature of this influence rests on two solid foundations: Hofstadter's own great ability with historical material, his gift for synthesis; and second, the breadth of his concerns. There seem to be few topics he failed to concern himself with in some provocative and interesting fashion. But Hofstadter's place is also determined by the salient directions of his own full life, his deep involvement in our political life in particular.

Hofstadter was a leader of the group of intellectuals that searched for radical new directions on the left during the Thirties, only to meet war and defeat. The experience was sobering, and the group of American neo-Marxists began a migration of attitude that took some of them far to the political right. Hofstadter, in my opinion, deserves more credit than most for his response to failure. Rather than repudiating what he had stood for as many eventually did, Hofstadter turned to his resource, his scholarly ability and his passion for teaching, and attempted to make these a twin weapon that would both discover the reasons for the defeat of the American left, and suggest to a new generation still fresh with its ideals a direction to follow that promised some chance of success.

Many have criticized Hofstadter for precisely this effort at intellectual retrenchment, proposing that it would have been better for him and his colleagues of like mind to continue the struggles that were already over. The critics come down hard on Hofstadter's "consensus theory" of the American political tradition which holds that continuity and moderation rather than any series of disorders or periods of deep political division characterize our history. But these critics ignore both the purpose of Hofstadter's effort, and the clear difference between his "consensus" approach and that of say, Daniel Boorstin, who glorifies the United States precisely because it has never had a significant successful radical movement. Hofstadter decided on this interpretation of events just because he was seeking to understand the failure of his own generations' radical effort to turn around the direction of national life. He acted as though aware that the failure resulted from a deep, pervasive ignorance of the American tradition, a tradition whose inertia must work for a radical movement if that movement is to succeed. The "consensus" theory was not something he brought to his studies seeking justification for it, but something reluctantly found there, in the history, which seemed to explain to Hofstadter his own experience.

The difference between Hofstadter and Boorstin likewise argues against the critics of Hofstadter's work. Hofstadter did not glorify the continuity in the American tradition, but to the contrary, lent his emerging view an acid and disapproving tone. He found, as in his great *Age of Reform*, excellent reasons to dismiss the "radicalness" of American radicals, or at least those that had a significant impact on national consciousness. In the case of the *Age of Reform*, he identifies the "mugwump type", the displaced high status leaders of the old communities whose sons in particular shaped the populist and progressive eras. His thesis is that these powerful political movements, based on the reactions of declining status holders desperate to retain their positions are to be seen in large part not as radical or liberal departures from past conservatism but to the contrary, as reactionary efforts to recapture the past. Only this sort of an interpretation will encompass the apparently contradictory directions of the

reform movements: on the one hand towards further democratization of American political life, and towards better conditions for the less fortunate in society, and on the other hand towards moralism, the Wilson crusade to war in 1917 and the prohibition movement being two examples.

Hofstadter's thesis must be persuasive, if simply because the quite successful progressive period brought in not a decade of entrenchment of gains, but a decade, the Twenties, when the advances of the pre-war years were rolled back, the farmers increasingly disposed, the unions destroyed and the progressive income tax replaced by a regressive one. This is an unusual result to a successful era of reform, and requires that we seek more in the reformers' initial motivation than they themselves would recognize or proclaim. This is exactly the task that Hofstadter set for himself, and the result, displeasing as it was to those with radical sympathies, was probably the truth.

Hofstadter learned to be suspicious of radicals, especially those who were not scholars. This attitude is perhaps over-compensatory, but still entirely understandable given Hofstadter's own story of great efforts followed by abject defeat. He had good reason, that is to say, for his skeptical attitude towards the Columbia University strike in 1968, and especially in his skeptical regard for the "revolutionaries". The fact that their fathers were the middle class boded ill for their ultimate sincerity, and this question of their sincerity in turn belied the possibility that they would succeed in their aims. They looked too much like ghosts from the past for Hofstadter to welcome their appearance for yet another try. And furthermore, the threat they posed to the survival of the university troubled him, because Hofstadter from his own experience came to see the university as a relatively safe haven for reflection, a retirement home for revolutionaries, and something worth saving if for no better reason than convenience. Again, he may have been profoundly wrong, but not because he had been unthoughtful or insensitive. Hofstadter's judgement was reinforced by historical insight, he recognized in the present the all too apparent remains of a failed past, and he realized that failures in the past will not be turned to success today or tomorrow if run through again. A good present, and the chance of a better future rest upon unique departures, which in turn rest on a clear and deep knowledge of the fruitful past.

Hofstadter's insights, always provocative if not correct, and his great energy will be sorely missed. There is too little room for the loss of a fine scholar today. Hofstadter's legacy should be a renewal of informed and socially sensitive scholarship -- reflection with an eye towards action.

An Assessment: Hofstadter and Historians

by J. Ronald Spencer

In his classic book *The American Political Tradition*, Richard Hofstadter wrote that the death of Franklin Roosevelt left American liberalism in a "rudderless and demoralized" state.

Much the same might be said of the impact of Hofstadter's death on the field of American history. For Hofstadter was as pre-eminent among American historians during the past two decades as F. D. R. was pre-eminent among the political leaders of the Depression and World War II periods.

Hofstadter's death at the tragically early age of 54 deprived the profession of its most polished literary stylist, its most subtle and original mind, and its finest exemplar of the relevance of historical scholarship in a nation preoccupied with the present and the future. As one's mind ranges over the many splendid historians writing today--such established scholars as C. Vann Woodward, David M. Potter, Bernard Bailyn, Eugene Genovese and Eric L. McKittrick and such younger men as Eric Foner, Gordon Wood and Stephan Thernstrom--it is hard to imagine any of them quite filling the void Hofstadter's death created.

Hofstadter's career dated back to 1938, when, as a graduate student at Columbia University, he published his first professional essay--an examination of the tariff issue on the eve of the Civil War, which appeared in the prestigious *American Historical Review*. Thereafter he produced a steady stream of books and articles, all of which left their mark on the profession and many of which attained influence far beyond the bounds of his own discipline.

Social Darwinism in American Thought (1944), *The American Political Tradition* (1948), *The Age of Reform* (1955; a Pulitzer Prize winner), *The Development of Academic Freedom in the United States* (1955; co-authored with Walter Metzger), *Anti-Intellectualism in American Life* (1963; another Pulitzer winner), *The Paranoid Style in American Politics and Other Essays* (1965), *The Progressive Historians* (1968), *The Idea of a Party System: The Rise of Legitimate Opposition in the United States* (1969)--these are just some of the works on which Hofstadter's reputation rests.

It is of course too early to make any final assessment of Hofstadter's historiographical significance; only the passage of time will provide scholars with sufficient perspective to define precisely his place in the history of American history.

One is inclined to suspect, however, that he will ultimately be ranked with the true giants of the field--Henry Adams, Frederick Jackson Turner, Charles A. Beard and Carl Becker. As was true of these men, Hofstadter's interpretive insights will be debated not only by

his contemporaries, but by subsequent generations of historians as well. Just as every student of the American past must come to terms with Turner's frontier thesis or Beard's economic interpretation, so too will future historians be compelled to make their peace with Hofstadter's major themes: his consensus view of American history, his "status revolution" concept, his portrayal of much of American "radicalism" as essentially entrepreneurial and petit bourgeois, his critique of the anti-intellectual (and potentially authoritarian) aspects of the populist-majoritarian tradition, and so forth.

In *The Progressive Historians*, Hofstadter remarked that he had chosen to focus on Turner, Beard and Vernon L. Parrington because it was they who had, historiographically speaking, "given us the pivotal ideas of the first half of the twentieth century. It was they who seemed able to make American history relevant to the political and intellectual issues of the moment. It was their ideas that seemed most worth exploring and testing, and it was they who inspired one young man after another to take up history as a profession."

As one re-examines the rich legacy of published works which Hofstadter left, it quickly becomes evident that his assessment of the importance of Turner, Beard and Parrington applies with at least equal force to himself. The reasons are several.

In the first place, Hofstadter was a major architect of the so-called "consensus approach" to American political history, an approach which has set the terms of historical debate for the past two decades. Hofstadter first articulated his version of the consensus view in 1948, in a seven-page "Introduction" to *The American Political Tradition*--perhaps the most influential seven pages ever penned by an American historian. (Ironically, the "Introduction" was a last-minute addition, written at the suggestion of Hofstadter's friend and publisher, Alfred A. Knopf, who saw that the consensus theses was implicit throughout the book but had no where been stated explicitly.)

The consensus concept is a subtle one, and thus not easily summarized. Broadly speaking, however, it is the view that American political conflicts, though often intense, have always occurred within a context of governing assumptions and beliefs on which virtually all parties and groups have been agreed.

As Hofstadter himself put it:

The fierceness of the political struggles (in the United States) has often been misleading; for the range of vision embraced by the primary contestants in the major parties has always been bounded by the horizons of property and enterprise. However much at odds on specific issues, the major political traditions have shared a belief in the rights of property, the philosophy of economic individualism, the value of competition; they have accepted the economic virtues of capitalist culture as necessary qualities of man.

Or, again:

The sanctity of private property, the right of the individual to dispose of and invest it, the value of opportunity, and the natural evolution of self-interest and self-assertion, within broad legal limits, into a beneficent social order have been staple tenets of the central faith in American political ideologies. . . . The business of politics--so the creed runs--is to protect this competitive world, to foster it on occasion, to patch up its incidental abuses, but not to cripple it with a plan for common collective action.

This set of common assumptions and beliefs, which, according to Hofstadter, only "small groups of dissenters and alienated intellectuals" have rejected, has been primarily responsible for the extraordinary degree of political stability which the United States has experienced compared to most other Western nations. Such stability, he argued, was largely owing to the fact that while American politicians might "differ, sometimes bitterly, over current issues, . . . they also share a general framework of ideas which makes it possible for them to cooperate when the campaigns are over."

By the mid-1950s students of historiography could begin to speak of an entire "school" of consensus historians. In addition to *The American Political Tradition*, the basic texts were Daniel Boorstin's *The Genius of American Politics* (1953) and Louis Hartz's *The Liberal Tradition in America* (1955).

All three of these authors did stress the continuities and common agreements that had characterized American history, and hence there was some justification for grouping them and their many followers together as a "school." Like most historiographical generalizations, however, such categorization obscures as much as it illuminates. The danger is particularly acute when Hofstadter and Boorstin are paired, for they really represent two quite divergent strands of consensus historiography, and their differences on essentials far outweigh their superficial similarities.

Boorstin emphasized the elements of consensus and continuity in the American past in order to celebrate them; the dominant mood was one of national self-congratulation. In particular, he stressed that the American consensus, which centered on a popular conception of "The American Way of Life," had eliminated the need for a class of politically involved intellectuals, and thus had inoculated the United States against "garret-spawned illuminati like Lenin, Mussolini and Hitler."

On occasion Boorstin has seemed to imply that whatever was in American history was right. His boastful admiration of American political stability, his consequent demphasis of conflict and his deep mistrust of intellectuals in politics have sometimes led him into rhetorical flights

that are vaguely reminiscent of Rotary Club oratory. Hofstadter, on the other hand, emphasized consensus not to celebrate it, but to suggest that it had had detrimental as well as beneficial consequences for the development of American life. The dominant mood was ironic, detached, critical.

Hofstadter began his career as a man of the Left. As he stated in *The Progressive Historians*, "my own assertion of consensus history in 1948 had its sources in the Marxism of the 1930's."

It is probable that Hofstadter's overriding purpose in writing *The American Political Tradition* was to account for the failure of his own brand of radicalism in the '30's and to place that failure in a broader historical setting. This the consensus concept enabled him to do for it suggested that the pervasive commitment to property and enterprise which had characterized American history had effectively foreclosed the possibility of a genuinely radical transformation of society. Whereas Boorstin revelled in this fact, however, Hofstadter viewed it rather mordantly.

The passage of time saw Hofstadter move somewhat closer to the Center politically, but he never entirely abandoned the preoccupations of his earlier radicalism. Thus he remained a consistently trenchant critic of the liberal reform tradition, from a vantage point decidedly Leftish if non-doctrinaire. Thus, too, he seems never to have joined the mass of his fellow Americans in accepting "the economic virtues of capitalist culture as necessary qualities of man."

Hofstadter wrestled time and again with what he regarded as America's deplorable tendency to relegate her philosophers and intellectuals to the fringes of political life--a tendency which filled Boorstin with glee. One suspects that the enormous energy which Hofstadter devoted to explaining the persistence of anti-intellectualism in America reflected, at least in part, a compelling need to understand why his own generation of radical intellectuals had been so politically inconsequential in the '30's.

Another recurring theme in Hofstadter's work is America's susceptibility to periodic epidemics of jingoism, nativism, and intollerant moral absolutism. He recognized that these less palatable aspects of our national life, which go largely unmentioned in Boorstin's panegyrics, had persisted despite broad political consensus.

It is not surprising, therefore, that Hofstadter never entirely lost sight of the dark and pervasive strain of conflict in the American past, even in those works where consensus was the dominant motif. Furthermore, because he was a genuinely open-minded scholar who constantly subjected his own work to critical reassessment, Hofstadter never elevated the consensus concept into an all-explaining dogma. In fact, in 1968 he conceded that the consensus approach "no longer seems as satisfactory to me as it did ten or twenty years ago," largely because it could not account for too much that was central to the American experience--the truly revolutionary aspects of the American Revolution, the Civil War and the "racial, ethnic and religious conflict with which our history is saturated."

On this point, it is highly revealing that Hofstadter's last book, published barely a fortnight before his death, was a documentary history of American violence. It stands as eloquent rebuttal to those historians, on the New Left and elsewhere, who wish to bracket Hofstadter with Boorstin as a neo-conservative apologist for the entire course of American history.

The second fact which emerges from any review of Hofstadter's published legacy is the extraordinary breadth of his achievement. Most of the giants of the field set forth perhaps one over-arching thesis (such as Turner's on the frontier), and thereafter concentrated their energies on one or two reasonably narrow periods (from the end of the War of 1812 to 1850 in Turner's case).

Hofstadter, however, ranged over the entire span from the Constitutional Convention to the Goldwater campaign of 1964, commenting perceptively on such subjects as early party development, evangelical revivalism, the Locofocos of New York, slavery, nineteenth-century university development and reform, Populism, the origins of the Spanish-American War, Progressivism, the New Deal, McCarthyism, and the John Birch Society.

Hofstadter was able to cover so vast a terrain because he was not fundamentally an archival researcher; citations of unpublished letters, diaries and other manuscript materials are relatively infrequent in his pages. But graced with a marvelous historical imagination and a brilliant ability to synthesize, he could wrest insights from such materials which no one else had ever seen.

Because he cast such a wide net, it was of course impossible for Hofstadter to develop all of his ideas with equal thoroughness. But many of the shrewd perceptions which he presented in fragmentary form, other scholars subsequently explored at length. Indeed, this was one of Hofstadter's greatest contributions to the profession--to be an ever-productive fount of ideas and insights from which other historians drew inspiration and intellectual direction.

In 1944, for example, Hofstadter, writing in the *Journal of Negro History*, called for a careful reassessment of American slavery by scholars "who have absorbed the viewpoint of modern cultural anthropology (and) who have a feeling for social psychology. . . ." Fifteen years later that call was answered with the publication of

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Homage from Eleventh Grade

by David Sarasohn

Along with a great many other people, I first ran across Richard Hofstadter my junior year of high school. I discovered him in the form of a small red-white-and-blue paperback called *The American Political Tradition*. Exactly when that year I read it is indefinite; it accompanied a typical American History survey course and was thus assigned chapter by chapter. But after the first assignment in it -- Jefferson, I think -- I kept reading. While some unfortunate was doing a class report on the Missouri Compromise, I was sitting in the back, reading "The Democrat as Revivalist." There is very little history suitable for such in-class diversion.

To understand what Hofstadter meant to me then, one has to remember what the eleventh grade history curriculum is like. There are two kinds of texts. The first is written by someone in the Education department of Montana State University, and has important names in boldface and reading questions at the end of the chapter. The second is written by a reputable historian, slumming, making a very apparent effort to write down. (I remember one in particular by Arthur Link which could only be described as an insult to an eleventh grade intelligence.) There are vague rumors that somewhere, over the horizon, someone is writing history decently and meaningfully, but that his products are not to be read in eleventh grade.

To an extent, I suppose, they shouldn't have been. I did most of my history assignments that year, and I doubt I was unique, on a bus going from the subway station to school the morning they were due. With the stuffing coming out of the seats and the window refusing to open, it was not the time for excruciating detail or intellectual infighting, expressed in a prose style meant to be charitably overlooked. This was not directly tied in with difficulty, but nobody ran around demanding that the reading be made harder.

Into this intellectual wasteland came *The American Political Tradition*, and I was instantly captivated. It could actually be read. I do not mean to imply that Hofstadter was below the historical standards of the other, less intelligible historians. He wasn't; that was largely the point. Hofstadter wasn't writing down to anybody, and his perception had a depth and acuity I'd never seen in my fifteen years.

But that wasn't the most important thing, and that alone would have been insufficient. Hofstadter wrote history better than I had ever seen, or imagined, it written. (That's the second time this week I've written that. The first was on a graduate school application, in hopes that so palpably true a statement would lend credence to the rest of my claims.) He had a sense of the way sentences should fit together. Every sentence in Hofstadter has a point, and leads logically to the next one. He rarely puts several unimportant sentences in a paragraph, to set up the big one, obviously to be underlined and memorized.

This is true as well of his larger structure in the APT. He never felt it necessary to throw pages of facts in a solid bloc at the reader before he could write seriously about his thesis. Hofstadter rightly regarded the background parts as being as much a part of his essay as the peroration. The

result is that the reader gets to Hofstadter's peroration, while tending to abandon other works in the middle of impenetrable factual prolegomena.

Fittingly for someone so concerned with the louder, more extreme elements of society, Hofstadter's own style was low-key. He tended to underwrite, to rely on the force of what he was saying rather than on rhetorical exclamation points. Accordingly, rather than venting easy wit on obvious targets, he would frequently use irony. At the end of one section of his essay on Theodore Roosevelt, he described Roosevelt's manic charge up San Juan Hill, citing his final exhortation to "Look at those damned Spanish dead!" Most historians would have found such an opportunity irresistible; Hofstadter closes the section dryly, "Less than three years later he became President of the United States."

But probably Hofstadter's most effective stylistic trait is his willingness to make generalizations, of the sort that seminar students are taught to pounce on. Whatever minor historical failings this may entail, the writing profits tremendously. This is perhaps most true about Hofstadter's perceptions in his own specialty, psycho-sociological insights:

"The frantic growth and rapid industrial expansion that filled America in (Roosevelt's) lifetime had heightened social tensions and left a legacy of bewilderment, anger, and fright, which had been suddenly precipitated by the depression of the nineties. His psychological function was to relieve these anxieties with a burst of hectic action and to discharge these fears by scolding authoritatively the demons that aroused them. Hardened and trained by a long fight with his own insecurity, he was the master therapist of the middle classes."

"The master therapist of the middle classes--" it is difficult to think of another American historian who could have written that. Eric Goldman would have made an anecdote of it; Lee Benson would have made it a chart. Even if, by some chance, another historian could have gotten near it, he would inevitably have timidly footnoted it. There is nothing like a footnote to kill a sentence.

At some point in this essay, I suppose I should assess the importance of Hofstadter's historical perceptions. The difficulty is that even were I qualified to do so, I doubt I could approach it with sufficient objectivity. No matter what evidence may be amassed in opposition to the status dislocation theory, I fear I will continue to believe in it until it is opposed by someone who writes as well as Hofstadter. (Lest I be thought particularly perverse in my outlook, I can say in my defense that Andrew Scott, of the University of North Carolina, once wrote an article to the effect that Hofstadter was not to be trusted because he wrote so well.) The Progressive period may indeed represent the triumph of reaction, but Gabriel Kolko will never convince me of it.

Eleventh grade, of course, was only my introduction to *The American Political Tradition*. I have since used it in a twelfth grade American History course, three American History courses at Trinity, one American History course at UCLA, one American Government course at Trinity, and innumerable rainy afternoons.

My devotion should be proven by my still possessing my eleventh grade copy, but I have no idea where it is, and indeed have purchased about six copies over the past five years. I can only think of this as a much greater tribute; there are many books that I retain from eleventh grade, but damned few that I would buy six times.

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Stanley Elkins' brilliant study, *Slavery: A Problem in American Institutional and Intellectual Life*, a book steeped in the writings of such anthropologists as Melville Herskovits and such psychologists as Freud, Bruno Bettelheim and Harry Stack Sullivan. Significantly, Elkins' book began as a doctoral dissertation under Hofstadter's direction at Columbia.

The interest in the social sciences which Hofstadter manifested in his slavery essay ripened over the years. This brings us to the third reason for his pre-eminence.

History is a relatively ancient discipline compared to sociology, social psychology and anthropology, and historians have tended to view these upstart disciplines rather snobbishly. This disdain, often rationalized on grounds that good academic fences make good neighbors, has frequently deprived historians of the valuable insights which the social sciences offer, while simultaneously forcing social scientists into a rather defensive rejection of historical findings.

Such scholars as Harry Elmer Barnes made some halting attempts in the late 1920's and '30's to foster cooperation between historians and between historians and social scientists, but it was really only in the past two decades that a concerted effort was mounted to break down the barriers between the disciplines. Again Hofstadter played a leading role.

In several books, beginning with *The Age of Reform*, Hofstadter employed concepts from sociology and social psychology to help illuminate certain facets of the past. At the same time he sought to work out a theoretical rationale for the cross-fertilization of history and social science, thereby helping to legitimate the latter in the eyes of his colleagues. (Interestingly, Hofstadter's closest intellectual associates included the sociologists David Riesman and C. Wright Mills and the political sociologist Seymour Martin Lipset, all of whom believed that history had perhaps as much to teach the social sciences as to learn from them.)

Hofstadter argued that the social sciences could be

useful to the historian in two respects. First, they provided him with new methodologies-- career-line analysis, content analysis, refined techniques of quantification, and so forth.

More importantly, however, the social sciences would help to define new areas of historical inquiry and to generate new hypotheses about the past. As Hofstadter put it in an essay published in 1956:

Prompted by the social sciences, the historian begins to realize that matters of central concern to other disciplines force him to enlarge his conception of his task. Questions associated with social status, social mobility, differences and conflicts between generations, child-rearing in its relations to culture, the sociology of knowledge and the professions, are questions which he might properly take upon himself, and which are interwoven with his traditional concerns. It seems inevitable, too, that some of the discoveries made by modern social research about current mass political behavior and political influence will revise some of the historian's assumptions about political behavior in the past. In short, the other disciplines ask questions about society which the historian has not commonly asked, and collect data which have a bearing, at least by inference and analogy, upon his problems.

Hofstadter recognized that the historian could not always treat such subjects with the precision and finality of the social scientist, simply because the surviving historical evidence was too fragmentary. This did not worry Hofstadter unduly, however, for his primary concern was to bring "greater range and depth" to history, to add to its "speculative richness."

Conceding that history could never be an exact "science," Hofstadter urged his colleagues to "accept the imaginative as well as the cognitive side" of historical work, reminding them that theirs was a "search for clues not simply as to how life may be controlled but as to how life can be felt," and that, consequently, history was "indeed akin to literature."

Thus did Hofstadter appeal for the uniqueness of his discipline-- a field of knowledge intermediate between the humanities and social sciences, drawing sustenance from both. Future historians will do well if they approach their subject in the same broad-gauged fashion. They will also do well if they model their own strivings after his enormous achievement.

Report of the Committee on Experimental Programs

by Drew Hyland

This fall, a new committee, the experimental programs committee has been working to develop ways of taking the most imaginative advantage of the possibilities offered by the new curriculum. The members of the committee are Professors Charles Miller, Terence LaNoue, Joseph Bronzino, Michael Pretina, Robert Oxnam, Dean Robbins Winslow, and students Jonathan Goodwin, Howard Greenblatt, James Wolcott, and myself, as chairman.

We conceive our role as that of a catalyst to the development of some of the more exciting possibilities of the new curriculum. I believe all members of the committee have the conviction that the structure of the curriculum can no longer be blamed for whatever shortcomings we may find in Trinity's educational possibilities. The new curriculum offers the framework for more imaginative and diverse programs than are presently being pursued. It is now the responsibility of the faculty and the student body to begin taking advantage of those opportunities.

Last year, I participated in a group open semester program, "Skiing and Being", which I am again conducting this coming winter, and which I plan to continue on a regular basis.

The committee has already submitted two new proposals to Dean Nye. They are first, a program for extensive study in a specific area which seeks to incorporate aspects of the Vermont program into a program here at the campus, and second, what we call the New York Program. In the hope of getting as many people as possible interested in these proposals, I shall take the time to quote the two complete proposals.

CONCENTRATED STUDY PROPOSAL

There has been considerable expression on the part of students recently for a kind of educational possibility which could fit into experimental programs. It has been requested especially by students who have a fairly well defined sense of where they are going, or at least of what they are especially interested in. For these students, taking four or five different courses, with no special connecting link and no specific cooperation between the teachers, a disjunction is brought about in their studies which they find inconducive to the development of their specific educational goals. As one of them put it, "Just when I start to get really interested in the work for one course, I have to put it down and turn to another. Even if I like all the courses this is bothersome." What these students need, in effect, is the opportunity to do here on the campus what we did in Vermont last winter; to get a small group of students and a teacher who shared some common interest and who would be willing to spend their entire semester on an intensive investigation into their chosen topic. Thus, for example, suppose a group of students wanted to spend their entire semester studying philosophic problems in the development of the social sciences. They might find a teacher who was willing to undertake such an investigation with them and who would oversee their whole semester's work.

I see very few mechanical problems arising vis-a-vis the students. For the faculty member, a reduction in course load would certainly be required. Ideally, the proposed investigation should be his only load for the semester, since he would in effect be teaching the same students the equivalent of four courses. If this were strategically impossible, we might still get a number of teachers interested in such a project if they had to teach only one other course, and if the proposed topic was in the area of their personal independent research at the time.

For this reason, it seems to me that the best procedure would be for a certain number of teachers each to offer this type of program in an area of their special interest. Students will, of course, be free to form a group and seek the participation of a faculty member, but because of the demands made on the teacher, it would probably be best that he take the lead in defining the topic.

I would like to see such a program begin on an experimental basis next fall. In order to do so, it should be announced and publicized as a possibility this spring.

Our present curriculum at Trinity gives ample opportunity to the student who wants to "shop around" in his courses and involve himself in diffuse disciplines and investigations. The present proposal would take some further steps toward enabling that other type of student who prefers a more intense investigation into a specific area to fulfill his own educational goals.

I believe this program could also benefit faculty members, who by offering as a topic what they were presently working on professionally, would be able both to use their course preparation to further their project, and also to gain the benefit of the contributions of the students.

THE NEW YORK PROGRAM

The idea for a program in New York grows out of a

concern that certain aspects of one's education might best be carried on off-campus. The institution of Professor Hyland's program in Vermont and its overwhelming success point out the potentials of isolation and concentration away from the Trinity campus. The New York program shares some of these concerns but radically changes the environment from the idyllic, frosty hills of Vermont to the hectic, energetic canyons of Manhattan. It is hoped that through a diverse series of programs that Trinity's involvement with might transfer, translate, decipher and plug-into that energy that appears to sustain so many creative imaginations in 1970.

The programs submitted to the Experimental Programs Committee appear to have two common factors: 1) duration of the program for one semester, 2) the involvement of 12 to 18 students and one instructor. Beyond these two similarities the four programs seem to be as different and varied as the city itself. They offer the opportunity for students with quite different interests to participate in a program using their environment as the basis of their studies. In addition it appears from discussions with various faculty members that programs in sociology, political science, poetry, and music might also be feasible.

Preliminary discussions with participants (both faculty and students) from related programs in New York sponsored by Cornell and the Great Lakes Association of Colleges (Oberlin, Ohio Wesleyan, Denison, etc.) indicate various solutions to the problem of student housing. Cornell simply allows the students the opportunity to arrange their own accommodations, and rooms are exchanged informally each semester. The GLAC tries to place its students in rooms and apartments before they arrive in New York. Both of these programs provide studio-classroom facilities for students and some housing for faculty. Cornell's program involves about 50-60 students and the GLAC about 35. Since Trinity would be involved with only 15 students (perhaps it would be best to rent 2 or 3 large apartments or living-lofts and in turn rent these to students).

The following proposals for the New York Program represent the preliminary investigations of Professors Brown, Eliet, Gettier, and LaNoue.

NEW YORK PROGRAM FOR PHILOSOPHY submitted by W.M. Brown

One of the legacies of logical empiricism in this century has been a bifurcation of epistemology into what Reichenbach called the domaine of validation and the domaine of discovery. The former area was staked out for philosophers of science and included such questions as how scientific theories are verified or confirmed, the nature of scientific explanation and prediction, the character of laws and theories. The domain of discovery, closely related to creativity, was relegated at best to empirical psychology, and usually dismissed as the inexplicable workings of intuition, genius, insight. No 'logic', no science, or philosophical account of such matters was possible.

This has seemed to me to be a dogma, generally undefined, which ran counter to significant traditions in western philosophy. The whole topic of discovery and creativity has become a focus of much of my own philosophic inquiry in the last couple of years, and purpose to make it the central theme of an Open Semester Program.

In spite of my introductory remarks, the topic is far from restricted to the general area of scientific inquiry. Or rather, scientific inquiry, need not be isolated as a separate sphere of investigation, distinct from the creative processes of art, literature and philosophy itself. Indeed there was a time, prior to modern specialization, when such distinctions would not have been understood. The similarities between the creation of models in science, the devising of metaphor in literature and the articulation of form in a variety of ways in art have seemed to me more significant than the corresponding differences. These 'different ways of talking about of seeing the world' lie at the heart of creativity and discovery and would be the general orientation of the Open Semester Program. As such it would combine two courses which I already offer: One in epistemology, called the philosophy of discovery and the other in philosophy of art.

Organizing the Open Semester as a group experience centered in New York City would add two significant dimensions to the program I have outlined. Because of intensity and closeness which a small group of students and teachers could achieve in working together within such a general area of interest, much could be learned about the psychological dynamics of creativity and discovery, both of people living and thinking together and of individuals free to follow personal directions. I envision, therefore, a division of energies between intensive seminars and individual projects of great variety which would enhance the resources of the entire group and extend the range of its inquiry. New York City, for all its problems, surely is one of the greatest conglomerates of creative energy in the world. It offers an ideal setting for the Open Semester, rich in theater, literature, and marvelously stimulating overall due to the very tempo and pace of its urban life.

My own work in this area has been expressed in two recent papers: 'Induction and Discovery' and 'Plausibility and Poetry', both delivered for the Community Seminar Series Program.

NEW YORK PROGRAM FOR THEATRE ART

Submitted by: David F. Eliet Instructor of Theatre Arts
Two hours from Hartford, as we all know, lies the centre

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for the established and experimental theatre in this country. Unfortunately, however, aside from occasional trips to see a show the vast education potential of New York for the Trinity student interested in theatre remains, for the most part, unexploited. The purpose of this proposal, then, is to set forth a program through which the students (both Theatre Arts major and non majors) could begin to exploit the opportunities that are available in New York for viewing, research, and participating in the Theatre Arts.

The idea, based in part on Mr. Hylands Skiing and Being, is for a group of students, (12 to 18) plus a faculty advisor to live in New York for a semester studying and participating in the theatre. Ideally, some sort of living accommodations could be found which would provide for living space and a rehearsal-performance area (two lofts would be suitable for this).

The program would be divided into four major parts, viewing, researching, participating and rehearsing; although, in reality, they would involve the groups seeing and discussing a variety of plays and the techniques used in their production - a minimum of one play per week. The variety in the types of productions available for viewing in New York is, of course, far beyond what there is in Hartford or the surrounding areas, including New Haven. There is the professionalism of Merrick's Broadway; the equally competent but less extravagant world of Off Broadway, which in recent years has given run to some of New York's biggest hits; and there are the highly experimental cafe theatres of Off-Off Broadway, which have given birth to what is perhaps the most exciting and significant development in American Theatre in the last thirty years. Aside from these three major categories, there is Lincoln Center, the neighborhood playhouses, the Black Theatres in Harlem, the street theatres (Bread and Puppet Players), and the College Theatres (notably NYU's Performance Group and Columbia's graduate troupe). The opportunity to see a variety of plays ranging across this entire spectrum should serve to make the students aware of the many techniques that are available for theatrical production; and through discussion (and rehearsal), they could bring to explore the potentials and limitations of these various techniques.

Also, in terms of these discussion sessions, it should be possible, especially in regards to the experimental groups, the college theatres, and the street troupes, to arrange for people to come in and talk with the students, give demonstrations, or watch what the students, themselves, are working on and offer their ideas and suggestions. From the reception many of the students in my American Theatre and Drama Now Course received last year, when they went to New York to talk to some of these people, I am sure that getting them to participate in the program should prove to be no problem.

The research part of the project would involve each student selecting in advance a topic of study for the semester. I would hope the topic chosen would be one that could not be pursued adequately at Trinity with the materials in our own library. However, I would not want to rule out a topic solely on these grounds. Topics could be such things as a specific playwright or groups of playwrights, a particular theatre, a certain actor or designer, or a specific technique(s). The Lincoln Center Library for the Performing Arts has a variety of materials that can be obtained practically nowhere else. Especially important are their files on the experimental theatres. There are several other excellent libraries including the Morgan rare book library. For the student interested in Costume Design, the Metropolitan Museum of Fine Arts has one of this country's finest collections of antique clothing with garments dating back to Elizabethan times.

Participation in theatrical activity would be one of the aspects of the program that would be most desirable. The experimental theatres of Off-Off Broadway are always looking for free help, and this would bring the student, as mentioned before, into contact with one of the most exciting theatre movements in modern times, a movement that has already extended its influence abroad. Students could work backstage, and some of the better ones could probably even act in plays. A student interested in playwriting could attempt to get one of his scripts produced, as these theatres present up to one new script a week. Also, in these theatres, they are likely to come into contact with students from other schools, and this will provide further opportunity for learning through the sharing of experiences and ideas. The street theatres, like the Cafe theatres, are always in need of help. The Bread and Puppet Theatre is a sort of walk in participatory group. In addition many of these groups hold workshops and demonstrations that the students could attend. In terms of the professional theatre the opportunities for participation are much more limited. However, perhaps through our association with the O'Neill foundation in Waterford, we could place some of our students in positions as assistants to directors (errand boys), where what they did might not be of any importance, but it would provide them with an opportunity to observe the workings of a professional company. A couple of the more ambitious students might even want to attempt auditioning for a professional production.

The final part of the program is, for want of a better word, rehearsal. In the loft space, the opportunity to perform (not necessarily for anyone outside the group) short plays would be an important part of the program; for it is through their own actual work that the students can really explore the techniques they have observed or read about. The rehearsal time can also be used for one student

(or students) working at one theatre to demonstrate for the rest of the group the techniques they are working with at that particular theatre. Under the living conditions, the possibility should exist for the group to work daily on various exercises, and it should be possible for the students, in smaller groups, to work up specific shows using the techniques they have become interested in. Performances by small groups for the whole group would be a regular experimental theatre is a very real one, as other college groups have done this. Also, a show using the whole group could be worked up for presentation at Trinity upon the return of the students to the campus.

To conclude, what the theatre oriented student could learn through observation and participation in New York would be limited only by time.

NEW YORK PROGRAM FOR RELIGION

Submitted by: John A. Gettier Department of Religion

This project on Biblical Interpretation would be divided into three phases which would continue simultaneously.

(1) Seminar in biblical literature. This seminar would consist of a systematic and intensive study by the group together of selected sections of the Bible with emphasis upon the methods and varieties of interpretation. For example, a study of the figure of Jesus as presented in the Synoptic Gospels. This phase would not necessarily take advantage of NYC except as students do work in various libraries and interview available theologians. However, the seminar would supply the foundation and unifying factor for the entire program.

(2) Seminar on biblical themes in contemporary art forms. This seminar would be an extensive survey of as many types and examples as possible to identify and discuss the dilemmas of man in the modern world as seen by a variety of artists and to relate these views to those of biblical writers and poets. The aim here would be to be comprehensive rather than intensive, covering as much ground as time, money, and ingenuity would permit. The principle emphasis would be upon contemporary problems and contemporary interpretation of the Bible.

(3) Independent study. Each student would be expected to work out his own project (ahead of time) which would arise out of his own particular interests and permit him to draw together for himself the threads of the group inquiries. This phase is intended to encourage a student to take advantage of the resources of NYC for his own research and to relate his own study in some way to that of the group. The range of possibilities are limitless: e.g., the student of the history of art could pursue his special interests through museum research and relate forms, techniques, and themes uncovered in his study to various historical periods of biblical interpretation; the student interested in problems of the inner city could work with an organization like the East Harlem Protestant Parish; the student who contemplates a business or medical career could work out a project examining ethical issues in either sphere. In this phase periodic meetings of the entire group would be convened to share individual progress and problems in the field. A final extensive report from each student would be required.

New York Program for the Visual Arts
submitted by Prof. Terence D. LaNoue

Since 1950, it has been well established that in New York City the most creative energies in painting and sculpture could be found. The city is home for approximately 20,000 working artists and provides through its museums and galleries, a fertile environment for anyone interested in the Arts.

This proposal for the New York Program would involve twelve to fifteen students and one instructor. The program would consist of four parts, involving studio work of two types, research (using museums and galleries), and a student apprenticeship. All of these parts are potentially alterable in view of differing interests and involvement.

Part A: Investigation of two dimensional form. Emphasis placed on individual projects in oil, polymer paint, plastics, and light. Group projects in environments.

Part B: Investigation in three dimensional form. Emphasis placed on individual projects in fiberglass, polyester resin, wood, plexiglass, and mixed media.

Part C: Research projects involving one aspect unique to New York City. Projects could involve museums, artists and galleries but could also involve the United Nations, Wall Street, Little Italy, etc. (Credit for this part would be given by other departments except, of course, in the case of an art historical project.)

Part D: "Apprenticeships"--Each student would be apprenticed to a working artist or architect in New York. The student would work with the professional artist at least one day a week. During this time the student would gain an invaluable contact with an artist outside the art faculty. The student would report back to the group informally about his activities and act as a potential "liason" between the artist and the group.

The committee is also presently considering a European studies program, and ways to make more extensive use of audiovisual techniques in the classroom.

The committee is very anxious to have anyone with ideas for new programs submit them to us so that we may lend our support to their development. Any member of the committee will be happy to hear ideas and arrange for a discussion with the committee. These suggestions need not be limited to the fall and winter semesters, but could include possibilities for summer study as well, of which Professor Campo's Italian Studies program is an example.

It is our hope that students and faculty will begin considering participation in the programs mentioned above immediately, and will begin swamping us with new ideas. We solicit your imaginations.

More LETTERS to the editor

'fascist'

To the Editor,

The B & G strike is showing that politics do indeed make strange bedfellows. The SDS and the AFL-CIO have teamed up to support a strike. Before I comment on this further I wish to declare my support for our B & G workers. I would gladly see the room rent or tuition raised if the increase went totally into the B & G pay checks. Let anyone who wishes to call me fascist or capitalist ask himself whether he too would finance the betterment of his fellowman out of his own pocket. I address this particularly to a young lady of the S.D.S. whom I left foaming at the mouth in front of Mather Hall. I ask this also of the regional and national AFL-CIO. What are they giving the worker or are they just taking in more union dues?

I'm afraid that this time the S.D.S. has teamed up with the fascists. By the fascists I mean the AFL-CIO regional and national. If my fellow students cannot comprehend this let me ask them a few questions. Who is it that calls students "bums" and "communists"? The A.F.L.-C.I.O.! Who cracks students heads and beats them senseless when they are marching for peace or human rights? The A.F.L.-C.I.O.! Who has an avowed program to destroy the colleges, universities and centers of reason in America? The A.F.L.-C.I.O.! All right then who are the true fascists in America? The A.F.L.-C.I.O.! The A.F.L.-C.I.O. national is using our B & G personnel as a weapon to attack Trinity. The S.D.S. also wishes to attack Trinity. In fact the people they have sent on campus freely admit that they wish to destroy Trinity.

We must not see Trinity destroyed. We also must give all of our workers a decent wage. They should give the B & G workers what they need and at the same time expell these parasites, the S.D.S. and the A.F.L.-C.I.O. regional and national from our campuses.

The B & G workers are taken advantage of by everybody. College takes advantage by the low pay they give them, the students by their casual and deliberate sabotage of Dormitory equipment and the A.F.L.-C.I.O. by the levying of exhorbitant union dues, the fraudulent use of workers pension funds, and their use of service workers in educational and public institutions as a lever for their asperation toward total control of the United States.

It's time someone gave the B & G workers a break. We can do it and when we do it reveal the true fascists to the world.

Pax et Lux

Josh Philip Kupferberg '73

'leadership'

To the Editor:

In viewing this B & G Strike most people either criticize the college's policies or the employee's work habits. When one considers the cost of the strike to the workers it is obvious that most criticism should be directed at the union leadership. Due to the strike, the workers face the two basic economic losses; (1) wages lost during the strike and (2) union dues paid during the previous year. The college, on the other hand, only suffers a loss of services which inflicts little or no economic injury on the college. In fact, it even enhances their bargaining position. When one considers the following estimations it is obvious that the union leadership has chosen the wrong tactics and thereby it has inflicted more injury on the workers.

Assumptions: Length of Strike - 2 weeks -
Final average Wage Increase per worker - 20¢ 1 hr.

Union Gain From Settlement: .20 - 1 hr. x 8 hr. equal \$1.60 - 1 day x 5 equal \$8.00 - 1 week x 52 equal \$416.00 1 year - average wage increase per worker.

College: Gains Approximately \$100 1 week per worker due to wages not paid to workers. For 2 weeks it is \$200.

Thus, for all their trouble on the picket line, the workers will gain slightly over \$200 for 1 year per worker less any amount paid in union dues. If the strike lasts longer than two weeks the workers gains are even less and the college gains greater. Is this worth the new pension plan for the workers in an industry where many of the younger workers appear to be transient while it happens that the older workers will not be working long enough to gain adequate benefits from the pension. Secondly, the strike has been planned for a time of year when it is ineffectual the contract should have expired during a period where there is a great likelihood of snow and thereby making B & G people indispensable to the operation of the college. Finally, I question whether the union leadership told their membership 2 or 3 weeks ago to start economically preparing themselves for the eventuality of the strike.

I do believe the college has made a sound offer to the B & G people for the work they do; however, my purpose for writing this letter is to show how there is little economics gain when such poor leadership is present in a union. Therefore I conclude this strike as well as unionization of B & G people at Trinity is only harmful to the workers, many of whom are of foreign descent and cannot understand our economic system.

'example'

To the Editor,

In the light of the current B & G Strike, this would seem an opportune moment to point out the value of direct student participation in the maintenance of college property. As an example, the Cinestudio has successfully maintained the Knitite auditorium including daily janitorial service since the beginning of its operation. Perhaps an experiment might be carried out to assess the effectiveness of students employed on a part-time basis to perform some of the routine maintenance of the college

Peter Stott '69

'abhorrent'

To the Editor,

According to a few pieces of literature I received in my mailbox this morning, and some articles I happened to notice in glancing through recent issues of the Tripod, there is some sort of problem that exists regarding an entity commonly referred to as "B & G," building maintenance, economic demands, and so on and so forth. Unfortunately, I am unable to view this whole situation as one warranting the classification "problem." Rather, I see this issue as one that should elicit great joy. For, what other occasion could better present itself for dispensing with an ineffectual, inefficient system once and for all, and setting up this institution of higher education on a cooperative basis. In view of the financial situation of this college, a cooperative system is really the only alternative. I can't even understand why the college is considering renewing B. & G. contracts at the wage scale presently existing, much less at a higher one. The college is Not getting what it is paying for, and this whole program of maintenance by outside employees is a financial fiasco that should have been done away with long before now.

There are plenty of students on this campus screaming for jobs, and they are certainly capable of sweeping corridors and classrooms, dusting, cleaning bathrooms, raking leaves, pruning bushes, shoveling snow, picking up garbage, etc., etc., etc. Even if a higher wage were offered for the less pleasant jobs, such as garbage and bathrooms, there would still be a substantial savings involved. This would be true not only in terms of real wages, but in terms of the savings gained from dispensing with health and insurance plans, pension plans, etc. And noone needs to guess where this extra money could be used. Does dorm improvement sound familiar to anyone?

Not to mention the fact that no wonder room rent goes up \$150 when an impractical maintenance system is employed that constantly seeks wage hikes.

I can already hear the first objection to a cooperative plan. "What about all the workers who have jobs here?" Well, this is a college, not an employment agency. It's about time the college recognized this and began organizing itself along more realistic, practical lines - those of the relatively self-sufficient community it is supposed to be. Building and grounds maintenance is as much a part of community life as dormitory living. Also, if the college doesn't re-evaluate its spending policies and eliminate that which is extraneous (i.e. B & G), it won't have much life as a college left. No one will be able to afford to come here.

One last point, which is a reflection on strikes in general. Where is the fairness in a system that permits a union network to effectively sever an institution's lifeliness, forcing it to halt operation, so that ultimately its demands are met without equivocation? Obviously, the unions can force the college to meet its demands. But what can the college force? Nothing. The idea that a group of striking janitors can bring a whole educational institution to it's knees is totally abhorant to me. And who's to say that this will not recur with increasing regularity in the future? The work of this college must go on unhampered. Let's get rid of those elements in the institution that would thwart this purpose!

(name withheld)

(name withheld on request)
'abhorant'

(i.e. B. & G.), it

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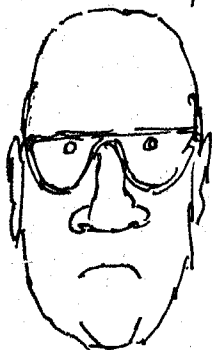
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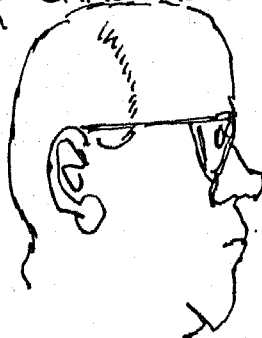
I THOUGHT I WAS LEFT.



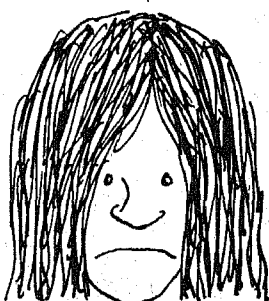
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KIDS CAME ALONG.



UNTIL THE COLLEGE
KIDS CAME ALONG.



I THOUGHT I WAS LEFT.



UNTIL THE ELEMENTARY
SCHOOL KIDS CAME
ALONG.



I THOUGHT I WAS LEFT.



I'M LEFT.



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I agree . . .

George Will, left, assistant to Senator Gordon Allot of Colorado and Trinity graduate, strikes a point of agreement with the more liberal Dennis Wrong, right, Dorrance professor, at the Campaign '70 symposium on Saturday morning. Also participating are Murray Stedman, former chairman of Trinity's government department (second from left) and moderator Ronald J. Spencer, instructor of history.

Black Studies . . .

(from P. 1)

According to Morris, the Curriculum Committee is worried about whether the new programs might overtax the College's resources.

After the Black and Asian Studies programs were "confirmed in principle," the committee sent them to the Financial Affairs and Joint Educational Policy committees Morris said.

The committees were asked how the programs might be implemented physically and financially into the curriculum in view of the limited faculty and financial resources of the College, he added.

A cost analysis of Black Studies was completed by the Financial Affairs Committee this semester, according to Ward S. Curran, Committee chairman. The cost of Black Studies at the College was investigated in terms of the budget and what each department has to give up to run the program Curran said.

The results of the analysis were given to the Joint Educational Policy Committee for study, Curran said.

Curran refused to release the results of the study to the TRIPOD.

This fall the Educational Policy Committee formed an ad hoc subcommittee, whose three members have a special background in intercultural studies, to investigate this problem.

The Educational Policy Committee did not have the 'expertise' to study the problem said Chairman Robert C. Stewart last Friday.

"What we're trying to do is find a machinery that will embrace the broad interest of students in cultural studies" said Morris, a member of the ad hoc committee.

Morris said he would like to see the title of the combined programs be "Culture Areas Studies" if it is introduced to the curriculum.

The "total proposal" may include Asian, Latin American and Black studies, "but it would be done by areas of culture" Morris said. He mentioned that the present Non-Western Studies is "obviously" a part of this idea and that Comparative Literature "goes across cultures" and may also have a place in the program.

"Hopefully such a machinery would include possibilities for a major under the program. Such a culture areas studies should give a student a chance to study in depth a particular culture," he added.

He said this program could make "a more efficient use of our resources in carrying out the curriculum." This overall program

would "amalgamate all the demands for interdisciplinary studies" Morris said.

"There is sincere interest in this and we need time to investigate" Morris commented.

Black studies should be expanded to the status of a major said H. McKim Steele, associate professor of history and a member of the 3-man ad hoc committee, in an interview Friday.

"My feeling about Black Studies is - it's time we've got to stop studying and start teaching," Steele said.

"There are courses in black studies that any college should offer, because from the point of view of history, they are an important part of the human record" Steele added.

"The Broader issue" Steele continued is "the kind of curriculum we're going to have in the college as a whole" and how "we work out our priorities."

Steele said that the College should "make the most of the talents it has." The College should "get a certain kind of faculty who are able to do service in more than one area." This would stretch a college's resources, he continued.

The 3-man ad hoc committee will be looking at "long range" programs of intercultural studies at the College Steele said.

An "official" statement about the goal of the 3-man committee is being released early this week by the Curriculum Committee, according to Curriculum Chairman Robert Lindsay.

The report of the 3-man committee will be discussed by the Curriculum Committee possibly "early next semester" Lindsay said in an interview Friday.

After considering the report, the Curriculum Committee may present a proposal to the Faculty about Black Studies and other intercultural programs at the College, Lindsay said.

The apparent "slowness" in discussing the Black Studies program by the various Faculty committees is "not an attempt to lose" that program, Lindsay said.

New programs will have to be fitted in, rather than added on, to the present curriculum structure, Lindsay said, since the size of the faculty will probably remain constant for the next few years.

This would mean some departments might have to "give up something" for a new program in the curriculum, Lindsay added.

Political Trio Discusses Cities, Cycles, Errors

The symposium, entitled "The 1970 Elections and the Future of American Politics" featured lectures Friday night by Murray S. Stedman, Jr., Professor of Political Science, Temple University; George Will, legislative aide to Senator Gordon Allot, R-Colo.; and Dennis H. Wrong, visiting Professor of Sociology at the College.

Wrong's lecture attempted to "locate the present in relation to a much broader conception of not merely American politics but of democratic politics in general, a conception of what might be called the rhythm of democratic politics." Wrong describes this rhythm as a "pattern of oscillation between periods in which demands from the Left create the dominant issues and mood and the Right periods of reaction and consolidation."

Wrong concluded that while "the violence, actual and rhetorical of some political activists identified with the left has certainly done damage to the prospects of the groups in whose name it has been committed... it is by no means clear that the public is prepared to forget the unresolved issues raised in the 60's or that the Nixon administration is capable of defusing them even with the ending of the Vietnam war."

In addition to the lectures Friday night, each speaker led a workshop Saturday morning. The program concluded with a summary panel discussion.

A fourth scheduled speaker, Brendon Sexton, the Educational Director of the United Automobile Workers (UAW), did not attend the symposium. Sexton would not cross the picket line of striking College Buildings and Grounds workers, members of Local 531, Service Employees Union, A.F.L.-C.I.O.

Stedman's talk, entitled "Toward a New-Style Politics?", declared that the "brokerage politics" of urban government were doomed to fail because they had failed to deal with such issues as "schools, race relations, crime, welfare, and housing." The old-style politics of rewards and punishments has not been able to satisfy "excluded groups in the urban community," including Blacks, Puerto Ricans and the elderly, he said.

Old-style politics are "obsolescent" because they are based upon "pluralism," or the conflict of groups, Stedman said.

"Traditionally, pluralists have believed that the conflict of groups has resulted in an acceptable --even a just -- equilibrium," Stedman explained.

This equilibrium, however, is one "in which the strongest groups have succeeded in getting most of what is worth getting," he said.

Stedman said the new style politics would have six characteristics:

- 1) A new emphasis on ethnic voting.
- 2) Demands for "welfare-state type of programs."
- 3) Development of "mass parties" based on political philosophies, as is common in Europe.
- 4) "Inside the cities, a kind of politics of federalism -- based on local communities -- may develop."
- 5) The cities will attempt to by-pass the state bureaucracies as much as possible and "forge a city-federal government axis."
- 6) An increasing scope and intensity of political activity.

Stedman said the form of new-style politics would be primarily influenced by

the drive for community control and the mass movement of Blacks, Puerto Ricans and chicanos.

Wrong's paper "The Rhythm of American Politics," described the pattern of "alternating periods of protest and stabilization."

The Dorrance Professor of Sociology, on leave from New York University, admitted that "to reveal a cyclical rhythm of alternating Left and Right phases is not really to say very much."

Wrong attributed this rhythm to an "inner logic" of democratic political systems.

He explained that if the Left can form its own party or be adopted by an older party, then "some crisis such as economic depression, defeat in war, or a severe split in the ranks of the Right" will give the Left the chance to win office.

"They are then able to carry out reforms that constitute at least their minimum program," Wrong said.

According to Wrong, "the Right returns to office after successfully persuading a sizeable segment of the Left's onetime following that a conservative government will not wipe out these gains."

Wrong argued that since the Left will eventually come to power, and since the return of conservatives is based on the fact they will not wipe out all the gains made during the liberal control, "there is an unmistakable 'leftward drift' inherent in the functioning" of democratic politics.

Will said the Republicans should have done better in the 1970 elections. He pointed out that the Democrats were in an unusually vulnerable position this year, defending 25 senate seats, including those held by the "class of '58," whom Will characterized as mediocre men, originally elected during an Eisenhower recession and re-elected in the Johnson landslide of 1964.

Will, an alumnus of the College, graduating in 1962, gave several reasons for the Republican failure.

Many Republicans were not "imposing figures," and the Democrats were "as corrupt as ever," he said. The inflation issue, he noted gave the Democrats had a demographic advantage.

Will, who holds a doctorate in political science and taught at Michigan State and the University of Toronto, said the Republicans made mistakes by treating crime and other social problems as national issues.

He characterized the law and order issue as a "dud." According to Will the Democrats were able to "neutralize" this issue, following the lead of former Vice-President Hubert H. Humphrey.

Both parties misused television, according to Will. He said T.V. can be either "manipulative" or "informative."

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Decision This Month

Shuffling of Mather Hall Services Expected

The College will make a major financial outlay to improve the dining and kitchen facilities in Mather Hall by next September, according to President Theodore D. Lockwood.

The College has apparently ruled out plans to add a new wing to Mather Hall at a cost of over \$1.5 million.

In a letter to parents, last month, President Lockwood said that increased demands on dining and kitchen space will require the College to chase this month among several alternatives, all of which "entail a financial outlay of considerable proportions."

Last year, when the College first began to investigate the crowded conditions in the student center, a dining consultant and an architect drew up plans for a new \$1.5 million wing for Mather extending toward Boardman Hall. College administrators now consider that alternative too expensive.

The consultants also proposed other plans costing about half as much as the new wing. The alternatives involve shifting the snack bar and TV lounge either to the Washington Room or to the basement of Mather Hall. The consultants preferred relocating the facilities in the Washington Room.

The College is also considering moving some facilities from the Mather Hall basement to other parts of the campus to make room for kitchen or storage purposes.

Del A. Shilkret, director of Mather Hall, said that it is "financially impossible" for the College to consider the cost of a new wing at this time. Shilkret estimates that the

cost is now up to \$2 million.

Shilkret objected to moving the snack bar to the Washington Room because of the duplication of kitchen facilities the move would involve. "If anything we should work down, not up," he said.

Shilkret said that the Washington Room should remain intact because of the limited capacities of the Goodwin and Life Sciences theatres and the use of Kriebel auditorium by the Cinestudio.

He said that the College is considering "removing the constraints of putting everything in this (Mather) building," Shilkret said that some facilities in the Mather Hall basement might be moved to other College buildings to provide space for kitchen and storage purposes.

Shilkret admitted that the game room is the facility most likely to be moved because of its large size.

"The decision must be made this month if we are to finish by September," Shilkret warned. "The dining problem -- especially the kitchen -- has to be solved first," he said. He labelled this year's step as "Phase I", and indicated that all efforts are being made to make the investment one "which will not be wasted in the long run."

Judson Rees, director of development, suggests that the Mather wing has not been ruled out. "I'm confident that in time we could find a donor," he said.

Shilkret says it might be difficult with today's financial situation to raise money for as "unglamorous a project as a student center wing."

Rees disagrees. "If I can make this wing out to be the most feasible and reasonable course for the college to take, then that's all I need."

The development office which Rees heads tries to find outside sources of income once the Trustees make a decision on a program or building.

James K. Robertson, treasurer and comptroller, told the TRIPOD it would be unwise to borrow much capital to finance any Mather Hall changes. He estimated that

the college owes close to \$2 million to creditors and to the endowment fund, the interest on which comes from the yearly budget.

Robertson said the College gets prime interest rates, but admitted "there is a question of whether anyone will loan us the money."

Furthermore, we don't want to spend millions on Mather if student life styles are going to change as rapidly as they have been," Robertson asserted.

This Week

TUESDAY, December 8

10:00 a.m. - 4:00 p.m. - Tripod Colloquium - Alumni Lounge
4:00-6:00 p.m. - Play-writing class readings - Old Cave
7:00 p.m. - Fencing - Fordham - Home
6:30 p.m. - SIMS - Alumni Lounge
7:30 p.m. - Film: "The Man in The Raincoat" - McCook A.
7:30 p.m. - Film: "Satyricon" - Cinestudio

10:30 p.m. - Compline - Chapel
WEDNESDAY, December 9

Noon - The Eucharist - Chapel
2:30 p.m. - Panel Discussion: "The American Way of Life and Its Relation to 'Traditional' Religions" Panelists: Prof.

Richard Fenn, Rabbi Stanley Kessler, The Rev. David King, Father David Lonergan. Moderator: Prof. Frank Kirkpatrick

- Chem. Lab. 105
3:00 p.m. - History Majors - Wean Lounge
3:30 p.m. - V. & F. Swimming - RPI - Away
4:15 p.m. - Philosophy Club - L.S.C. Auditorium
7:30 p.m. - Film: "Satyricon" - Cinestudio
8:00 p.m. - Hockey-Nichols-Home
8:00 p.m. - Modern Dance Concert by JOAN STONE - Washington Rm.
4-6 p.m. - Readings (as Tuesday) - Old Cave

THURSDAY, December 10

6:00 and 8:00 p.m. - F. & V. Basketball - Coast Guard - Home
7:00 p.m. - Chess Club - Washington Rm.
7:30 p.m. - Film (as Wednesday) - Cinestudio

7:00 p.m. - MHBG - Senate Rm.
8:15 p.m. - Theatre Arts presents: "Qwerty and the Indians" by Mitlos Horvath and "The Maids" by Jean Genet - Goodwin Theatre

10:30 p.m. - The Eucharist - Chapel
FRIDAY, December 11

6:15 p.m. - Hillel Sabbath Service - Senate Rm.
7:30 p.m. and 10:00 p.m. - Film (as Wednesday) - Cinestudio

8:15 p.m. - Theatre Arts (as Thursday) Goodwin Theatre
SATURDAY, December 12

8:00 a.m. to 5:00 p.m. - LSAT - McCook A. - L.S.C. Auditorium
2:00 p.m. - Hockey-Amherst - Away
2:00 p.m. - Fencing - So. Mass. U. - Home
2:00 p.m. - V. Squash - Army - Away
2:00 p.m. - F. Squash - A
2:00 p.m. - F. Squash - Phillips-Andover - Away

6:00 & 8:00 p.m. - F. & V. Basketball - MIT - Home
7:30 p.m. and 10:00 p.m. - Film (as Wednesday) Cinestudio

8:15 p.m. - Theatre Arts (as Thursday) Goodwin Theatre
SUNDAY, December 13

10:30 a.m. - The Eucharist, Chapel Singers - Chapel
1:15 p.m. - Newman Apostolate Mass - Alumni Lounge

2:00 p.m. - Benefit Concert: "RED BONE" - Ferris Athletic Center - sponsored by MHBG - Admission: \$2.00.

4:00 p.m. - Flute Recital by Michael Schwartz '72 - Germany Hall

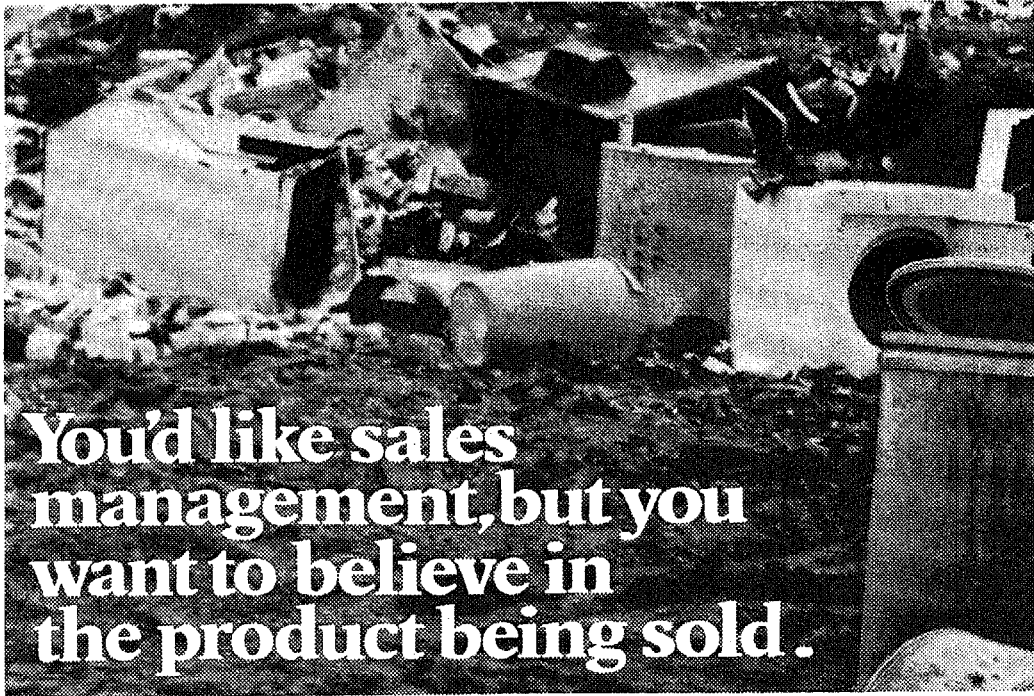
7:30 p.m. - SIMS - Alumni Lounge
7:30 p.m. and 9:00 p.m. - Film: "The GREAT Chase" and "King Kong" - Cinestudio

MONDAY, November

MONDAY, December 14
4:00 p.m. - V. Squash - Franklin - Marshall - Home

7:30 and 9:00 p.m. - Films (as Sunday) Cinestudio

8:15 p.m. - The Eugene O'Neill Memorial Theatre Center presents the American premiere of "Flowers and Trees" - Goodwin Theatre



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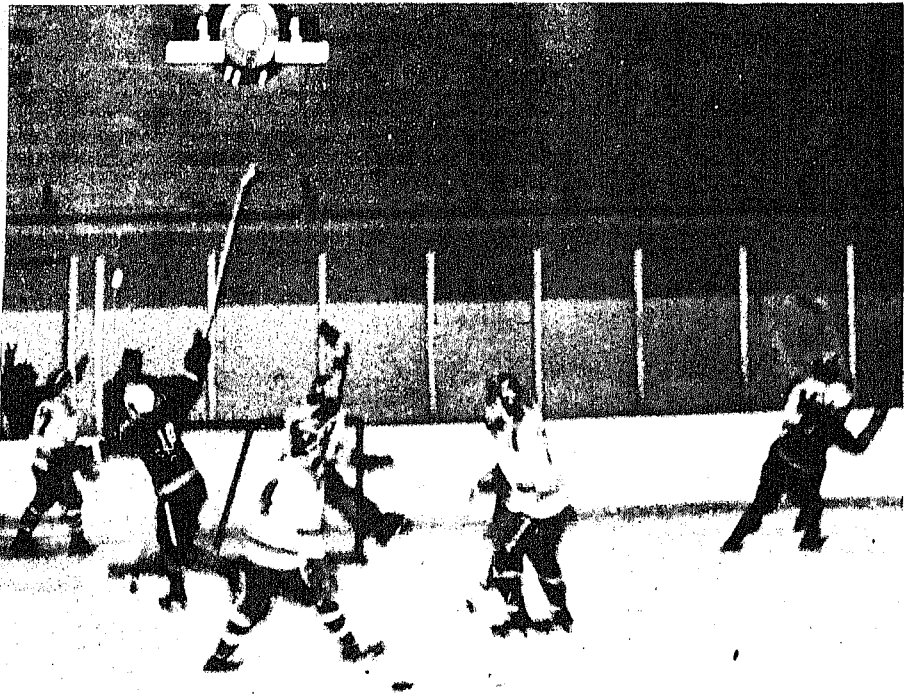
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Exploratory meeting for the Human Relations Committee on Dec. 10 (Thurs.) 12 noon in Alumni Lounge committee open to students, faculty and administrators.

Hawks Capture First H - TI Tourney

Trinity Conquered Twice; Defense Causes Setbacks



(Whetzel Photo)

GOAL!!

Junior Tom Tamoney scores for Trinity in its game against MIT. Tamoney's goal came in the third period and broke a 1-1 tie. The Bantams went on to defeat the Engineers 3-2 for their first win of the season.

Skaters Nip Engineers 3-2. Finkenstaedt Tallies Twice

by Shawn O'Donnell

Trinity continued its rink mastery over MIT with a 3-2 victory last Saturday night. The Bantams notched their first win of the season after dropping the opener 8-2 to the UConn Huskies. Trinity enters tomorrow night's game with Nichols with the books balanced at 1-1.

Rookie wing George Finkenstaedt slammed in two goals to make his debut before the home fans a rousing success. Finkenstaedt converted assists from center John Stevenson into scores in the first and

Navy Trounces Racquetmen 9-0

The Trinity squash team opened a rigorous schedule on Friday by falling to Navy, 9-0. The Bantams were clearly outclassed by the visitors, one of the outstanding squash teams in the nation.

Trinity could manage only two game victories in the nine matches played. Those wins were copped by Dick Palmer in the fifth position and Dave Schirmer, playing seventh. All other matches were copped by Navy in straight victories.

The Dathmen travel to West Point on Saturday to face Army.

Scoring summary:

1. Custer (N) def. Heppe, 15-10, 15-8, 15-8;
2. Turnblacer (N) def. McGruer, 15-6, 15-9, 15-11; 3. Perry (N) def. Knapp, 15-12, 18-16, 15-10; 4. Dunn (N) def. McColl, 18-15, 15-12, 15-12; 5. Wood (N) def. Palmer, 15-4, 8-15, 15-13, 15-9; 6. Stiles (N) def. Booth, 15-0, 15-10, 15-9; 7. Dawson (N) def. Schirmer, 8-15, 15-9, 15-7, 15-4; Fisher (N) def. Plagenhoef, score not available; 9. Fisher (N) def. Howard, 15-8, 15-6, 15-11.

third periods. Junior transfer Tom Tamoney also scored in the last period to give the Bantams their margin of victory. Taut performances by the team in the opening and closing periods bracketed a very sloppy middle that saw Coach Batson's skaters hobbled by the penalties that also plagued them against UConn. The Engineers failed to capitalize on the Bantams' seamy play, allowing their hosts to escape with a victory that keep intact a skein extending back through several years. Capable freshmen like Dave Koncz and Finkenstaedt, coupled with experienced newcomer Tom Tamoney could develop the offensive thrust that is Coach Batson's primary concern. Tamoney rescued the team from its midgame slouch with his unassisted shot from the left wing.

Trinity welcomes Nichols to the West Hartford Arena tomorrow at eight o'clock. In past years, Nichols' teams have been short on discipline but long in exuberance. The Bantams must not let themselves be drawn into a styleless tussle or they could lose. Rather, they must work for control, exploiting openings when the aggressive Bay Staters overextend themselves. Nichols inflicted the Bantams' first loss of the season last year topping them 4-2. Trinity will be trying to avenge that loss when they take on the Bisons. Coach Batson's teams have always demonstrated their capacity to respond positively to any opponent. Indeed, the Bantams' able execution has made them worthy competition for Ivy League teams.

SCORING				
MIT	1	0	1	2
Trin	1	0	2	3

Basketball Standings

BASKETBALL STANDINGS

TEAM	Overall Standings			JOCKS Standings			PTS For	PTS AGst
	W	L	PCT	W	L	PCT		
Amherst	1	0	1.000	1	0	1.000	76	67
Coast Guard	1	0	1.000	0	0	1.000	60	32
Bates	0	0	.000	0	0	.000	0	0
Colby	0	0	.000	0	0	.000	0	0
Hamilton	0	0	.000	0	0	.000	0	0
Middlebury	0	0	.000	0	0	.000	0	0
Tufts	0	0	.000	0	0	.000	0	0
Union	0	0	.000	0	0	.000	0	0
Wesleyan	0	0	.000	0	0	.000	0	0
Bowdoin	0	0	.000	0	0	.000	0	0
TRINITY	0	0	.000	0	0	.000	0	0

LAST WEEK'S RESULTS

Clarkson 102	TRINITY 95	Amherst 76	Bowdoin 67
St. Lawrence 123	TRINITY 78	Coast Guard 60	Me. Maritime 32
WPI 87	Wesleyan 78		

One of the teams sponsoring the first annual University of Hartford-Trinity College Invitation (H-TI) basketball tourney, found it profitable. Unfortunately, it wasn't Trinity. Hartford's Hawks used two outstanding performances from tourney MVP, 6-9 center Wayne Augustine, to capture the first H-TI crown. St. Lawrence and Clarkson were the other participants in the weekend tourney held here.

The season got off to a dismal start for Coach Robie Shults' Bantams. Trinity fell to Clarkson Friday night, 102-95, and then was defeated by St. Lawrence Saturday afternoon, 123-78. Giving the ball up too many times on turnovers and getting annihilated under the boards, Trinity yielded an average of 112.5 points for the tourney. Although the team looked good at times, especially during the end of the first half against Clarkson, it was never able to put together a consistent game.

In Friday's first game against Clarkson, the Bantams blew a 16 point first half lead. The game started very slowly and after about seven minutes had elapsed Trinity held a slim 11-10 lead. Thanks to some fine outside shooting by guards Howie Greenblatt and Al Floyd, the Bantams then bolted into what appeared to be a commanding 48-32 lead. Clarkson managed to come back, however, and at the end of the first half the Bantams led by only 52-42.

Once the second half began, the Bantams seemed to do little right. They were outrebounded, outshot, and just plain outplayed. The defense, expected to be a weak point this year, fell apart and allowed Clarkson 60 second half points. Thanks to some hot outside shooting, Clarkson fought back from its first half deficit to knot the game at 72-72 with almost 10 minutes still showing on the clock. From that point the lead changed hands several times until Clarkson finally pulled away late in the game. High scorer for Trinity in this game was captain Howie Greenblatt who had 28 points.

CLARKSON (102)				TRINITY (95)			
G	FT	PTS		G	FT	PTS	
Yancono	6	7	19	Greenblatt	10	8	28
Ganley	13	7	33	Shepard	3	1	7
Brosiek	4	2	10	Williams	9	1	19
Drahushuk	3	1	7	Wolcott	2	1	5
Unguran	8	1	17	T. McGuirk	7	2	16
Lingoski	0	0	0	Floyd	5	2	12
Huber	1	4	6	Merrill	3	2	8
Worz	4	2	10	Perkins	0	0	0
				Viering	0	0	0
	39	24	102		39	17	95

The same ingredients which caused the Bantams' second half downfall against Clarkson were present against St. Lawrence, Saturday. The Larries never were behind and the closest Trinity came was 5-4 after the first two minutes. Three minutes later it was 17-4 and the Bantams looked and played like a beaten team.

The game was best typified by something which happened towards the tail end of the second half. Trinity's Sterling Reese sank two foul shots but, evidently seeing the need for Trinity to score quickly if they were to make up the 40 point deficit facing them, Bantam forward Don Viering grabbed the ball as it went through the hoop and fired it to Reese. Startled by getting the ball so soon, Reese caught the pass and began dribbling up court, towards the St. Lawrence basket. The officials did not agree with Viering's catch-up tactics however, and made Reese give the ball back.

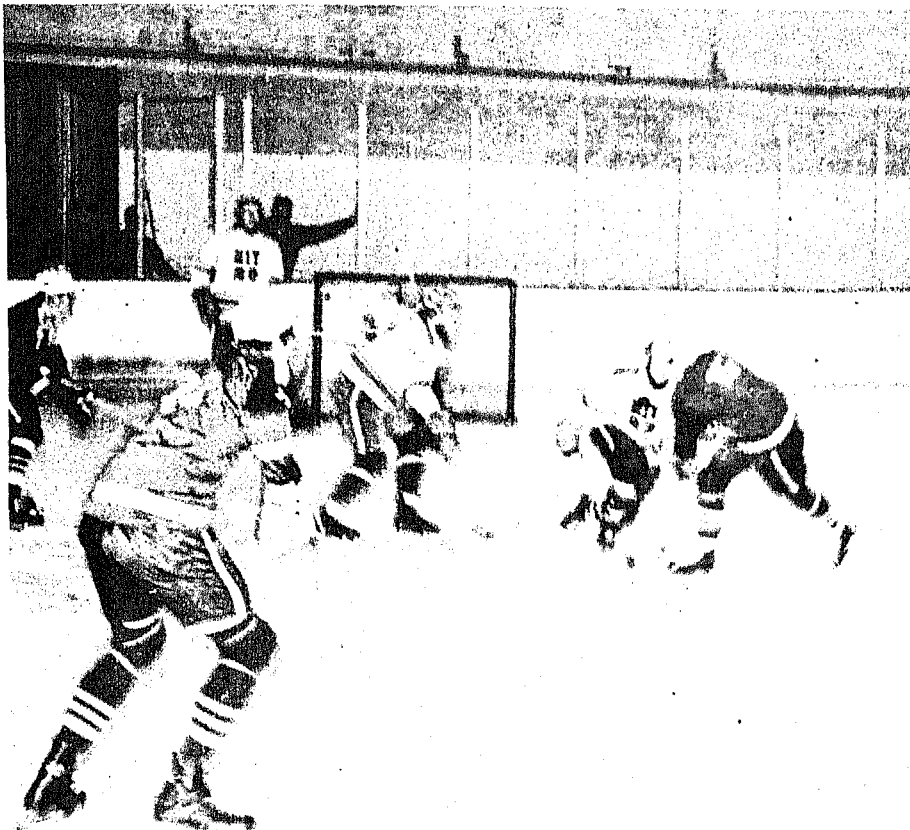
The obvious ineffectiveness of the Trinity defense was made evident by one incredible statistic. Of the 123 points tallied by St. Lawrence, 68 of them were netted on lay-ups. Trinity was extremely slow in getting back on defense, resulting in a number of three on one situations.

Naturally the Larries dominated the boards, holding a 60-47 rebounding edge, but the unusual thing was that the games leading rebounder was 5-8 guard John Francis with 10.

Freshman Gerald "Jessie" James was easily the outstanding performer in the nightcap Saturday, driving through the Bantam defense for 25 points while holding Trinity captain Howie Greenblatt to 13.

Despite being contained by James, Greenblatt made the All-Tournament team, announced at the end of Saturday's final game. Joining him in the backcourt was Clarkson's Pete Ganley. Augustine was named as the center while the forwards were Hartford's Tom Meade and Francis from St. Lawrence.

ST. LAWRENCE (123)				TRINITY (78)			
G	FT	PTS		G	FT	PTS	
Francis	8	3	19	Greenblatt	5	3	13
James	10	5	25	Floyd	3	3	19
J. Jenkins	5	2	12	T. McGuirk	5	2	12
Gr. Lewis	6	2	14	Wolcott	1	1	3
B. Jenkins	3	2	8	Williams	1	4	6
Healy	1	2	4	Merrill	1	0	2
Morgan	4	2	10	Shepard	0	0	0
Cleveland	2	3	7	Crelaro	1	0	2
Braunizer	5	3	13	Viering	2	3	7
Geo. Lewis	0	1	1	Reese	1	2	4
Evens	0	1	1	M. McGuirk	4	3	11
Bessette	1	2	4	Loney	0	0	0
Gilbride	2	1	5	Perkins	2	1	5
	47	29	123	Nichols	2	0	4
				Winrow	1	1	3
					28	22	78



(Whetzel Photo)

NOT THIS TIME

Tom Tamoney has his shot blocked during the Bantams' recent win over MIT. Trinity returns to action tomorrow night against Nichols College. The team will be trying to avenge last year's 4-2 defeat at the hands of the Nichols squad.